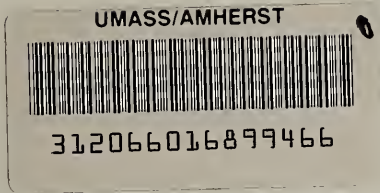


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**City on a Hill
Charter School Application
Commonwealth of Massachusetts**

RECEIVED
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FEB 14 1994
EXECUTIVE OFFICE
OF EDUCATION



**Sarah Kass
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39 Jordan Road
Brookline, MA 02146
(617) 566-3037**

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Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

CITY ON A HILL

Name of organization/group filing for charter school status

Contact Person Name:	SARAH KASS / Ann Connolly Tolko
Signature:	Sarah Kass / Ann Connolly Tolko Date: 2/13/1994
Title:	FOUNDERS
Address:	39 JORDAN ROAD
City:	BROOKLINE
State:	MA
Zip:	02146
Telephone:	(617) 566-3037
Fax:	

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of FEBRUARY (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: SARAH KASS	Signature: <i>Sarah Kass</i>	Date: 2/14/94
Address: 39 Jordan Road	City: Brookline	State: MA
		Zip: 02146
		Tel: 566-3037
Name: ANN CONNOLLY TOLKOFF	Signature: <i>Ann Connolly Tolkoff</i>	Date: 2/14/94
Address: 39 Jordan Road	City: Brookline	State: MA
		Zip: 02146
		Tel: 566-3037
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:
Name:	Signature:	Date:
Address:	City:	State:
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If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

CHARTER SCHOOL APPLICATION : PART I

1.) MISSION STATEMENT:

Describe the core philosophy or underlying purpose of the proposed school.

CITY ON A HILL is dedicated to rekindling the passion for democracy, the commitment to public service, the respect for hard work, and the hunger for learning in urban youth. This will be the mission of CITY ON A HILL CHARTER SCHOOL, a 7th-12th grade school in urban Boston, whose focus will be CIVIC EDUCATION. This mission will inform our curriculum, our pedagogy, our attitudes, and our management structure, and guide our efforts to teach students to be thoughtful and active citizens.

America's founders knew that the preservation of democracy required education. For Thomas Jefferson, education was the "bulwark of a free people against tyranny." And James Madison wrote that without education, popular government is "but a Prologue to a farce or a tragedy, or, perhaps both." Our public schools were created to make democratic citizens.

Today, this mission is increasingly urgent. Many of our students are unconcerned with what is happening in the world, much less their city. Many of our students do not see the point of voting, and are reluctant to claim the United States as their country. We cannot afford to be indifferent to the civic attitudes and allegiances of our citizens. The habits of tolerance, of thoughtful debate, of community involvement necessary for a democracy to flourish are not innate. They must be taught, exercised, and owned. The time has come for a new CITY ON A HILL, a school which prepares students to understand, practice and embrace the principles and habits of democracy.

Our mission presupposes that we re-examine the basic paradigm of public education and erect a new understanding of school, with new models of the constituent players of teacher, student, parent and community.

- Student as active citizen will replace student as passive receptacle.
- Teacher as facilitator of active understanding will replace teacher as deliverer of knowledge.
- Parent as contributing player will replace parent as silent adversary.
- Community as extension of and check on the work of the classroom will replace community as incidental environment.

2) SCHOOL OBJECTIVES:

- A. What are the schools broad academic objectives for student learning?**
- B. Describe any non-academic goals for student performance.**

Because CITY ON A HILL is dedicated to teaching our students to be thoughtful and active citizens, we regard the academic and non-academic objectives of our school to be part of an integrated mission. We believe an education is about more than time spent in school and credits accrued. Rather, in order to graduate from CITY ON A HILL, we expect each and every student to demonstrate mastery of a number of academic and non-academic competencies, and exhibit particular habits of mind and work. They will be expected to demonstrate proficiency through portfolios, exhibitions, internships and independent projects so as to exhibit their readiness to enter the worlds of higher education and work. Students' readiness to be graduated from CITY ON A HILL will be determined by CITY ON A HILL teachers and administrators, and will be monitored and assessed regularly by business people, university people, parents, and other members of the larger community.

*very ambitious
how?*

All students of CITY ON A HILL CHARTER SCHOOL must be able to demonstrate the following communication, analytic and civic competencies in order to **earn** a diploma:

WRITE a well-structured and interesting essay.

Good writing is a necessary democratic tool. It enables people to communicate effectively with a variety of audiences, and to articulate and substantiate arguments. Our curriculum will enable students to build the skills of precise and thoughtful writing through the 6 years (Grades 7-12). Portfolios of students' written work will be passed from teacher to teacher to ensure that each student is given the individual attention necessary to be a confident and capable writer when he/she graduates.

DEFEND their views on various subjects, contemporary and historical.

Effective citizens know and can explain why they vote for and against candidates and issues. Our students will have regular opportunities, in their classes and in weekly town meetings, to hone their ability to expound their opinions listen to others' responses, refine and defend their views.

ANALYZE important American documents.

The Declaration of Independence, the Constitution, *Marbury v. Madison*, the Gettysburg Address, the Emancipation Proclamation, Lincoln's Second Inaugural, The Declaration of Sentiments, King's I Have A Dream Speech and many other eloquent and fundamental expressions of our nation's creed must be studied in a thorough and active way. For as we prepare our students to

carry on the institutions and traditions of democracy it is important that they be equipped with conversations and speeches that have shaped our course thus far. To be leaders of the future they must know intimately the ideas, actions, conflicts and concerns that have brought us to where we are. These documents must be encountered as more than dusty relics, but as living utterances with which we must still engage today.

UNDERSTAND and RECITE some important literary passages, poetry, speeches, and documents.

There are certain seminal documents and literary passages which say more about who we are and can be than any that you or we could create. As the U.S. hostages in Iran showed when they survived captivity by reciting their favorite literary passages, such words can raise our aspirations and lend poetry to the mundane tasks of daily life. Over the course of their education at CITY ON A HILL, our students will be expected to analyze selected passages in context and to recite them from memory.

CONVERSE in a second language.

As our communities diversify, trade barriers topple, the information highway becomes increasingly international, and Boston becomes the first port-of-call for ships coming to the U.S. from overseas, it is imperative that students learn to converse in a second language. Students not born to the English tongue will be expected to achieve fluency, literacy, and competency in English to maximize their career opportunities and their capacity to be an informed and active citizen.

DESIGN, PERFORM, and ANALYZE a scientific experiment.

The scientific method teaches a mode of inquiry, experimentation, and problem solving applicable to many aspects of good citizenship. Moreover, good citizens must be science literate. This requires rigorous study of the hard sciences.

APPLY mathematical concepts.

The ability to manipulate numbers, and to understand and evaluate statistical data are increasingly important in today's society. Our students must be prepared to be comfortable and conversant with the powerful tools of mathematics.

DELIVER a ten-fifteen minute oral presentation to the school community.

Public speaking is crucial to participation in a democracy, and good public speaking requires practice. Along with the ability to listen well, it is an essential ingredient for effective collaboration, persuasion, and leadership.

DISCUSS current events in their historical and intellectual contexts.

Short memories and indifference make people susceptible to tyranny. Democratic citizens must be well-informed about the past, engaged in the

present, and aware of the connections between now and what has come before. Our students will have regular opportunities to discuss current affairs and to learn about the ideas and events that inform them. They will interact regularly with local politicians, policy makers, and public servants, so as to have first hand encounters with people making a difference.

DEMONSTRATE an advanced skill in music, art, and the manual arts.

Booker T. Washington once wrote that in a democracy there is as much dignity in tilling a field as in writing a poem. Citizens of a democracy must appreciate excellence in many forms. Hence students must have experiences in the unified arts which prepare them to appreciate the multiple ways in which people can contribute to society.

COMPLETE a significant independent project each year.

Every student has his/her own interests, talents and needs. There will be a month set aside each year for students to complete an independent project. Projects will be academic or service-oriented; they will explore an esoteric interest or address an academic deficiency. Projects will be designed by each student with an advisor and will enable each student to take stock of where he/she is and what he/she plans to do in the future. Such projects will provide students with the opportunity to acquire the self-discipline and personal motivation vital to most experiences in the world of work. Some possible independent projects could include doing a family tree, studying the Boston Harbor clean-up, assisting in a second grade classroom, reading the novels of Toni Morrison, algebra review, planning and making a documentary film.

USE a computer.

While we do not believe that technology should replace books or teachers, we do think that technology offers a myriad of ways to support and improve learning and teaching. Our students will use computers regularly, and demonstrate proficiency with other new technologies.

SWIM.

It is imperative that students growing up in Boston can safely enjoy and utilize the water. Kids who can't swim can't row, sail, fish, or otherwise use the water and enjoy nature with ease.

In addition, all CITY ON A HILL CHARTER SCHOOL graduates will:

READ a core list of Great Books;

In a diverse democratic society, we must ensure that citizens have a common lens through which to see the world. Great stories anchor us in common experiences and provide us common perspectives from which to evaluate experience. Within a single school, a common literary curriculum elevates the adolescent conversation. While books alone do not an education make, an education without books makes students vulnerable to accepting

their teachers' conclusions as their own starting points. Books open students to a wealth of characters and experiences which will help them deepen their own abilities to make distinctions and judgments and form opinions about the world.

PASS a set of cumulative content-area exams;

Nationwide, business leaders, politicians and educators are recommending and developing national standards for the core disciplines. We believe it is imperative that all of our students meet these standards as demonstrated by their performance on content-area exams.

PERFORM significant community service;

A free citizen is both thoughtful and active, aware of the past and engaged in his/her community. We therefore believe that meaningful community service should form a fundamental part of our students' education. Students will be divided into teams to perform service projects in the school's surrounding community. These projects will be designed and performed in partnership with the surrounding community. Several hours will be set aside each week for these projects. Students will practice all special skills (e.g., carpentry or welding) required for the completion of a particular project. As the students serve their community, their academic subjects will become real and relevant.

COMPLETE a significant work internship;

The respect for and the habits necessary for hard work are not innate. The best way to learn them is to practice them. CITY ON A HILL will expect each and every student to complete a significant work internship, and develop a post-graduate placement plan for future schooling and/or work. This will begin this summer as part of our Dig "The Big Dig" summer program. (See Appendix.)

PARTICIPATE in weekly Town Meeting.

A special time will be set aside each week for an all school meeting to allow the public discussion of school concerns and current events. The students will invite outside speakers, present debates, and make presentations. Community service teams will report on their progress. At some time during his/her senior year, each student will deliver a short speech at Town Meeting.

C. What type of community environment do you hope to foster at your school?

CITY ON A HILL CHARTER SCHOOL will aim to be an intellectual, public-spirited, challenging, nurturing, collegial, and diverse community. We hope and expect to be the kind of school that students and teachers look forward to attending and to which they feel connected. We hope and expect to be the kind of school which is a central institution in its community and is supportive of and supported by the parents of its students. CITY ON A HILL will be the kind of school community which knocks down traditional barriers between teacher and administrator, between teacher and teacher, between teacher and student, between teacher and parent, between pedagogy and discipline, between school and community, between education and schooling, and between school and the rest of life. CITY ON A HILL will be a community that redefines the roles of students, teachers, administrators, parents and the community in the following ways.

STUDENTS in our school will be at CITY ON A HILL because they choose to be there. They will learn in an environment which expects a lot of them but where they are able to relax, enjoy a snack or a game of chess with a friend, or do their homework around a friendly THE KITCHEN TABLE. They will learn from their teachers in classes, and along side them in Town Meeting, Community Service Projects, and as the school community confronts issues of the day. They will be encouraged as individuals and expected to participate as responsible citizens of their school community. Students' various accomplishments will be publicly celebrated on a regular basis. This will foster a peer culture which values success, hard work, intellectual curiosity, and civic participation.

TEACHERS in our school will teach at CITY ON A HILL because they embrace its mission and wish to teach urban youth to lead. They will teach what they love and be open to exploring new ways to make what they love come alive for students. They will embrace the challenges of collaboration and team work across disciplines. They will participate in peer supervision and expect to be held to high professional standards. They will be models of life long learning for their students, and they may take classes along side students. Our teachers will teach their students as well as their subjects. They will be comfortable as student advisors, and will be able to cultivate parents as allies. On occasion, CITY ON A HILL teachers will gather together around a text or a question to further their own learning. Their work as professionals will be valued and promoted. We intend to assemble a library of teachers' work and to publish curricular materials on a yearly basis to disseminate to other professionals. Teachers will participate as partners in the management of the school and as full citizens of its community.

ADMINISTRATORS will be educational leaders who facilitate collaboration and shared decision-making among teachers. Administrators will foster a community of rigorous teaching and learning, energetic debate, and forge meaningful partnerships with parents, institutions of higher education, business and other community leaders and groups. Administrators will do some teaching and will advise students.

PARENTS of CITY ON A HILL students will be encouraged to be full and active partners in their children's education. We believe that good education is enhanced by family involvement. We believe parents should be invited to embrace what their children are doing in school and why, and be included in school in a variety of ways. We also believe that parents and teachers should know each other and have occasions to interact regularly. We expect that our school can be a place for parent learning, and that certain elective classes will be open for parents or other members of the community to attend.

CITY ON A HILL students and teachers will actively serve the school's surrounding community. Politicians, community leaders, state and local officials, and other public servants will be regularly invited to meet with and address our students. In addition, we expect that the larger community (including business and university people and public servants) will hold us accountable for the education of our students. To fulfill this goal, we will invite professionals to offer electives courses, various adults to serve as student mentors, and members of the larger community formally to review our students' work, and evaluate our progress as a school.

We also expect CITY ON A HILL to be a school community which will read the "I Have A Dream" speech together on the anniversary of King's birth, celebrate the Chinese New Year and the Tet, and regularly and publicly mark important dates and events from history, the news, and our own community.

CITY ON A HILL will presume each teacher and each student to be decent, serious, hard-working, capable and worthy of respect and trust. Each and every member of the school community will be expected to play a role in maintaining CITY ON A HILL's standards of civic and intellectual excellence. Everyone will be expected to contribute to keeping the school cheerful and clean.

3.) STATEMENT OF NEED:

- A. Why is there a need for this type of school?
- B. Explain why a charter school would help to effectively address this need.

PROBLEM: Most high school diplomas signify only that graduates have completed a certain number of credits, and indicate nothing about what they know or can do.

OUR SOLUTION: At CITY ON A HILL, assessment will be authentic, and diplomas will be earned by students who have exhibited the habits of mind and work necessary for civic excellence.

PROBLEM: Too many students do not read, and have lost their curiosity.

OUR SOLUTION: At CITY ON A HILL, a curriculum of academic rigor and community involvement will foster students' desire to know and their enthusiasm for applying what they learn.

PROBLEM: Too many students are alienated from the political process, and have become accustomed to violent reactions to everyday problems.

OUR SOLUTION: CITY ON A HILL's education program will foster a lasting commitment to political institutions, regular interaction with political, business and community leaders, and the habits of active and effective participation in democracy as a defense against this violence.

PROBLEM: Too often students are rewarded because they can memorize facts and regurgitate what teachers have said rather than because they can think critically and independently and, over time, call upon skills, ideas, and information discussed in classes.

OUR SOLUTION: Our students will do substantial independent work each year, and will be regularly expected to analyze, synthesize, and evaluate ideas, problems, passages, equations and concepts. They will be expected to examine things deeply and critically. Weekly Town Meeting will give students regular opportunities to express their own ideas about a variety of matters, and to find their own solutions to school problems, concerns, and issues. Work internships will give students opportunities to develop the habits of work necessary to succeed in the real world.

PROBLEM: Increased expectations for highly skilled workers and citizens and diminished familial resources and/or support make it near impossible for schools to succeed by students whom they see a mere 6 hours a day, 180 days a year.

OUR SOLUTION: At CITY ON A HILL, we believe education is more than schooling. We will have after school and summer programs to reinforce the lessons of school and to expose students to a variety of role models and experiences. We will also collaborate extensively with the community to

give students the chance independently to apply what they have learned. Our 1994 Summer Program, Dig "The Big Dig", a case study of the Central Artery/Tunnel project, is an example of this sort of enrichment. (See appendix.)

CITY ON A HILL will cultivate families as integral players in our school, and, when necessary, teach them to better enrich their children's education.

PROBLEM: Many special needs and bilingual students are in segregated programs and are not expected to achieve.

OUR SOLUTION: At CITY ON A HILL, students will be accepted based on their desire to learn and to serve. Every effort will be made to fully integrate students for whom English is a second language or who have special needs. All students will be expected to meet the graduation requirements.

PROBLEM: Public school bureaucracy has created systems where teachers are no longer responsible for nor accountable to their students.

OUR SOLUTION: At CITY ON A HILL, we believe that a school is only as excellent as its teachers, and that teachers must shape a school. Our teachers will embody the values of CITY ON A HILL, will know and love their subjects, will participate in the curricular and programmatic planning of the school, will collaborate on behalf of and with students and parents, and will be professional educators and life-long learners.

PROBLEM: Large anonymous public high schools force teachers to teach too many students, and students to go through school with little individualized attention.

OUR SOLUTION: CITY ON A HILL will be small school where teachers will develop relationships with students and their families over several years, and where students are able to get the individualized remediation, enrichment and internships they desire and deserve.

PROBLEM: Too many education reform efforts are top-down, and too few curricular innovations and new best practices reach actual students in actual classrooms.

OUR SOLUTION: CITY ON A HILL will be a school where reform and innovation will be designed and delivered by teachers. We will be a laboratory school for developing and demonstrating new best practices. We hope to be for public education what teaching hospitals are for the medical field and "skunk works" are for business.

4.) SCHOOL DEMOGRAPHICS:

A. Describe the area where the school will be located. If a facility has already been secured, please state so.

CITY ON A HILL Charter School will be located in the city of Boston.

- Boston's position as the state capitol and the financial center of the state, will facilitate our civics-centered curriculum.
- The large populations of students whose families are recent citizens without intimate involvement in the democratic process, offer an ideal opportunity to pilot our program.
- Boston's per pupil expenditure makes a charter school financially feasible.
- Boston's many universities and museums will make our program possible on our limited budget.
- Boston is easily accessible by public transportation.
- The founders of CITY ON A HILL have professional, personal, educational and cultural connections in Boston.
- The diverse student population of Boston will enable our program to be replicated for students in other urban settings nation-wide.

SPECIFIC SITE. We are fortunate already to have a commitment for our summer project, "Dig the Big Dig", at Boston High School, on Arlington Street in downtown Boston. Confidential negotiations are under way with representatives from the Mayor's office, the Boston Superintendent of Schools, and the Boston Teachers Union. Our hope is to find space in a centrally located Boston public school if we are granted a charter for the fall of 1994. We believe that having a charter school in a Boston public high school will be mutually beneficial for the following reasons.

Advantages for CITY ON A HILL:

- shared overhead costs.
- diminished isolation of students in a small school.
- availability of specialized equipment, including science labs and a gym.

Advantages for the High School

- in-house model for new best practices.
- shared guest speakers and cultural events.
- shared staff development.

Boston High School is located at the corner of Arlington Street in Boston's South end. It is easily accessible by the Green Line, Arlington Stop, the orange line, N.E. Medical, It is a five minute walk from the Franklin Institute.

B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

We are exploring other space in Boston, including space managed by the Economic Development and Industrial Corporation (DEICE), and donations of space by large developers or corporations.

C. Describe any unique characteristics of the student population to be served.

We anticipate the vast majority of our students will be children of color reflecting the many neighborhoods of Boston. Students will be accepted based on motivation, as demonstrated by an expressed interest in our mission. (See question #6, below.)

We expect that many bilingual students and new immigrants have been denied access to the exam schools, not because of native intelligence but because of language difficulties on entrance exams and lack of know-how to apply to these schools. These students need a rigorous academic program that is accessible and tuition free.

We expect that students with moderate special needs will be well served by our small school and inclusive school culture.

We expect that many residents of Chinatown and the South End are not pleased with the prospect of having their children bussed to Charlestown (the current Chinese bilingual placement) or West Roxbury or Madison Park, and would appreciate the opportunity of walking to school. If we locate our charter school within Boston High School, this will be an ideal site for these students.

We expect that there are many families for whom our philosophy of a democratic education represents their American dream. These families will be the foundation of our Charter School Community.

D. What is the school's anticipated enrollment.

For 1994 opening:

1994- 60 students
1995- 100 students
1996- 140 students
1997- 180 students
1998- 220 students

For 1995 opening:

1994- 60 students
 1995- 100 students
 1996- 140 students
 1997- 180 students
 1998- 220 students

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

As Deborah Meier has done in Central Park East Secondary School in East Harlem, New York, we intend eventually to expand the high school concept to include 7th and 8th grade students. Nevertheless, we prefer to open CITY ON A HILL with 9th and 10th grades for the following reasons:

1. We will have a core of a high school population to work on our rigorous curriculum and participatory democracy.
2. We will have a graduating class in three years. This will provide clear results to prospective students, their families, and the community, who need to be persuaded that charter schools are worthwhile.
3. 9th and 10th graders are at the highest at risk for dropping out of school.
4. We will start admitting 7th graders when we have a core of older students to serve as mentors, tutors and role models of citizens in a democratic school.
5. We intend to develop and expand a high school model to include 7th and 8th graders. We will have time first to develop the high school model.

We will remain responsive to the community. Therefore the following chart should be considered flexible.

Enrollment by Year for 1994 opening:

	7th	8th	9th	10th	11th	12th
1994	0	0	30	30	0	0
1995	0	0	40	30	30	0
1996	0	0	40	40	30	30
1997	30	0	40	40	40	30
1998	30	30	40	40	40	40

Enrollment by Year for 1995 opening:

	7th	8th	9th	10th	11th	12th
1995	0	0	30	30	0	0
1996	0	0	40	30	30	0
1997	0	0	40	40	30	30
1998	30	0	40	40	40	30
1999	30	30	40	40	40	40

5.) MARKETING AND RECRUITING PLAN:

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

Our marketing strategy is designed for a 1995 charter school opening, but can be altered in the event of a charter for 1994. As Steve Wilson recently documented in *Reinventing the Schools*, the most effective marketing and recruiting techniques for high school students are networking and word of mouth about successful programs.

In order to gain credibility and visibility, we are embarked on these three phases of CITY ON A HILL.

- January 1994- Formal incorporation of a non-profit education collaborative, CITY ON A HILL.
- Summer 1994 -Initial summer program, a science program studying the Central Artery/Tunnel: Dig "The Big Dig". (See Appendix.) This is a project which will demonstrate how democracy in action can work. The summer project will gain media attention, provide a recruiting base, and offer an opportunity for parents and prospective students to meet the directors in person and observe a program in progress. The students from the summer program will be evaluated on their ability to make a final presentation project on the Central Artery/Tunnel back at their respective schools in the Fall. This will be an excellent opportunity for students to hear about CITY ON A HILL.
- Fall 1994-Establishment of THE KITCHEN TABLE, an after school tutorial program combining peer tutoring with inter-generational learning. (See Appendix.)

We will publicize CITY ON A HILL through:

- Boston school guidance departments.
- Open houses for prospective 7th and 9th grade students.
- High School fairs.
- Phone calls.
- Brochures.
- Posters.

This publicity has been initiated, and approximately 20 students have already expressed interest in our summer program.

B. Specifically, what type of outreach will be made to potential students and families?

- We have a liaison to the Hispanic community.
- We will recruit liaisons to the Vietnamese, Chinese and Haitian communities, and neighborhoods throughout the city.
- We will have our posters and flyers translated for bilingual families

- We will establish contacts and publicize our school with community organizations and newspapers. (e.g., Alianza Hispana, the Roxbury Banner)
- Members of the Board of Trustees will utilize their respective contacts and connections to spread the word.
- Founders will attend community events
- Founders will attend Boston Public Schools events, such as science fairs and book fairs.

6.) **ADMISSIONS POLICY:**

A. Describe the admission methods and standards you will use to select students.

CITY ON A HILL will admit urban youth who demonstrate motivation to learn and to serve. We believe that a child's desire to learn is more important than what she already knows; we think a child's eagerness to participate is more important than what he has already accomplished. Our student body will be

- Racially, ethnically, and socioeconomically diverse.
- Heterogenous in terms of interests, talents, aspirations and past experiences.
- 50% female, 50% male.
- Minimum 60% children of color.
- 10% special needs students.

While past performance in school and on standardized tests may tell us something, these alone are not satisfactory predictors of the civic excellence valued by CITY ON A HILL. We want to serve students who are motivated, tolerant and curious, and who have the potential to be effective citizens. We plan to take risks with some students whose past academic record might not predict academic success narrowly understood., but whose motivation and commitment in other areas suggests the potential for civic excellence.

The 1993 Education Reform Act says that "a charter school may establish reasonable academic standards as a condition for eligibility for applicants." (p.78) Students interested in applying to CITY ON A HILL will fill out the attached application and have 2 adults fill out the attached recommendation form. All applicants will receive an interview to which they must be accompanied by a parent or other adult. The application and interview are designed to tell us whether the student is open to learning, to being challenged, and to serving his/her community. With the help of the Israel Arts and Science Academy's Discovery Program which identifies talent and motivation in underprivileged communities (held up by the U.S. Congress as among the best in the world), we anticipate refining our admissions instrument to better predict successful CITY ON A HILL students. We hope to redefine the understanding of "successful student" to include a notion of civic excellence,

and to reward students whose character and independent thinking enhance our lives, communities and conversations.

In the event of too many applicants, CITY ON A HILL will establish an admissions lottery. First preference will be given to Boston students over those outside the district, and second preference will be given to siblings of CITY ON A HILL students.

B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

We will recruit and accept a student body which is diverse in terms of student interests, aspirations, ethnic and racial backgrounds, and home neighborhoods. We believe that our mission will accommodate students of varying demonstrated academic abilities.

7.) PROFILE OF FOUNDING COALITION:

A. Describe the make-up of the group or partnership that is working together to apply for a charter.

The founders of CITY ON A HILL are both teachers, presently teaching at Chelsea High School.

SARAH KASS is the Coordinator of Academic Support & Program Development at Chelsea High School, where she also teaches English. She is dedicated to cultivating excellence in forgotten places, and is convinced that the potential of inner-city students is as extraordinary as it is untapped. Born to parents who are teachers, Ms. Kass was graduated from an inner-city Chicago public high school. She went on to Yale, where she graduated Phi Beta Kappa, Summa Cum Laude, with Honors in History, and to Oxford, where she completed a degree in English as a Rhodes Scholar. While at Yale, she directed the Ulysses S. Grant Foundation, an academic program for gifted New Haven 6th-12th graders. There she designed a new curriculum which balanced high standards and creativity. She recruited and supervised an enthusiastic faculty, and with them, brought rigor and fun into the educational experiences of 125 inner-city students. Ms. Kass has had experience in educational policy at the state level, and has done extensive work training parents to be educational advocates and helping schools change from within. Before moving to the Boston area, Ms. Kass taught English at Kenwood Academy and at Hyde Park Career Academy, Chicago public high schools. In addition to her work in Chelsea, Ms. Kass leads seminars for teachers throughout New England as a Master Teacher for the National Center for America's Founding Documents.

ANN CONNOLLY TOLKOFF teaches English at Chelsea High School, under the Boston University-Chelsea Public Schools Partnership. She has the unusual combination of street smarts and a classical education. Born to a

working class family in South Boston, Mrs. Tolkoﬀ was graduated from the Girls' Latin School and Wellesley College. She holds a Master's degree in the teaching of English from Boston College. She has worked in business, advertising and insurance. In addition to extensive political campaigning for better public education, Mrs. Tolkoﬀ was elected to the Brookline School Committee, serving for six years, chairing committees on collective bargaining, representing Brookline at the state level, and serving on the budget committee. In 1991-92, she designed and ran WINGS, a highly successful peer-tutoring program under the auspices of Action for Boston Community Development and the Boston Public Schools. In 1992, she created a work-study summer science program for Boston High School. She has taught in the inner-city schools of Chelsea and Boston, as well as suburban Millis, Massachusetts. Mrs. Tolkoﬀ has an in-depth understanding of the political and economic climate which her students will enter. Her goal in teaching is to impart not only her own love of language, but her love of the institutions which guard its use. Mrs. Tolkoﬀ makes her home in Brookline with her husband, Josh, President of ACT Medical Devices, and her three children, Sam, Molly, and Ben, products of the Brookline Public Schools.

We have assembled a **Working Cabinet** composed of people of a variety of professions and backgrounds who share a commitment to the ideals of CITY ON A HILL. Our Working Cabinet meets regularly to plan fund-raising efforts, design our programs, discuss recruitment strategies, and other matters. Our Working Cabinet includes **Christopher Lydon** (former candidate for Mayor of Boston, and commentator for WGBH Television), **Alden Raine** (former director, MassPort, current transportation consultant), **Sylvia Schoenbaum** (immigration attorney and advocate of Chelsea youth), **Erika Keller** (former primary and secondary school teacher, former member of Newton School Committee, psychologist), **Tony Wagner** (former director, Educators for Social Responsibility, professor of education at University of New Hampshire, education consultant) **Mary Ann McGrail** (Boston University professor), **Maxine Winig** (journalist), **Josh Tolkoﬀ** (President of ACT Medical), and **Tom Hennessey** (former New England Patriot, Headmaster of Boston High School).

We are presently in the process of formalizing two boards for CITY ON A HILL: a National Advisory Board and a Board of Trustees.

The **National Advisory Board** will be composed of people whose endorsement will lend credibility and access to CITY ON A HILL. These people will advise us from time to time, but will carry none of the formal responsibilities of our Board of Trustees, the legal entity to be entrusted with the charter. Advisors will be prominent in their respective fields. CITY ON A HILL has already been endorsed by a number of prominent people, including **Michael Dukakis** (former Governor of Massachusetts and Presidential candidate, and now Professor at Northeastern University); **Edwin Delattre** (former President of St. John's College, and current member of the National

Endowment for the Humanities Council, and Dean of Boston University's School of Education), and **John Stewart** (Education Director of the J. F. Kennedy Library).

The **Board of Trustees** will be the official board of CITY ON A HILL, A Non-Profit Corporation, and CITY ON A HILL CHARTER SCHOOL. This body is described in detail in question #14, below.

- B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.**

Ms. Kass and Mrs. Tolkoff met at Chelsea High School, and began the discussion from which emerged CITY ON A HILL while serving together on a Language Arts Curriculum Committee. We found ourselves both insisting that we could not be indifferent as to the content of students' education. We discovered a common passion for literature, and a common belief that a profound sense of the stories and events of the past help prepare young people for the future. We discovered, too, that for each of us the values and habits of democratic citizenship are central to how we understand the purpose of education. When it came time to expand the conversation, our **Working Cabinet** grew and became a place for making our vision take shape and acquire detail.

- C. Include any plans for further recruitment of founders or organizers of the school.**

A full discussion is included in questions 13 and 14, below. We will be recruiting the remaining members of our faculty as well as formalizing our National Board of Advisors and our Board of Trustees as discussed in those responses, below.

8.) TIMETABLE

A. Discuss a timetable of events leading to the opening of a charter school.

The timetable for starting CITY ON A HILL Charter School in 1995 follows. See discussion of a 1994 opening in 8. B. below:

	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
EVENT	94										95								
PROGRAM																			
SUMMER					X	X											X	X	
TUTORIAL								X	X	X	X	X	X	X	X	X			
SCHOOL																			xxx
Fundraising	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Invoice City																			X
Students																			
Summer																			
Recruit	X	X	X										X	X	X				
Interview			X	X											X	X			
Sign-up					X												X		
Tutorial																			
Recruit				X	X	X	X									X	X	X	X
Interview						X	X											X	X
Sign-up							X												X
Charter																			
Faculty																			
Bd. of Trustees	X	X	X	X															
Advisory Bd.	X	X	X	X															
Teachers																			
Recruit												X	X	X	X	X	X		
Admin. Assist	X																		
Services																			
Accounting	X	X	X	X	X														
Legal	X	X	X	X	X														
Special Ed															X	X	X		
Physical Ed															X	X	X		
Unified Arts															X	X	X		
Final Curriculum																X			
Order Books, etc																X	X		
Equipment											X	X	X	X	X	X	X	X	X
Start School																			xxx
space																	X		
furniture																	X	X	
computers																X	X	X	

X - denotes time of start and stop of an activity

- B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.**

City on a Hill has in place many of the structural elements of the governance and operation of a charter school. In order to facilitate the opening of a charter school in the Fall of 1994, Sarah Kass, one of the founders, would devote full time to CITY ON A HILL CHARTER SCHOOL beginning in March 1994. Her priorities would be to secure space, hire teachers, and recruit students. In addition, due to the recognition of the effort an earlier start would require, the initial summer program, **Dig the Big Dig**, proposed for July 1994, would be postponed until 1995.

It is clear that in addition to a change in the starting date, the new legislation would have to provide earlier funding and billing procedures to govern city and town payments from the municipality to the Charter School.

CHARTER SCHOOL APPLICATION : PART II

9.) EVIDENCE OF SUPPORT:

- A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.

Since we founded CITY ON A HILL, we have found extensive support for our ideals and proposed programs from all parts of the community.

PARENT/STUDENT SUPPORT. There is a need and a desire for a new kind of high school in Boston. Parents and teachers have made this clear to us. They have met us at school fairs and in the community. They have heard about us from guidance counselors and by word of mouth. And they are interested. We have received numerous phone calls about our summer program from students and parents from Dorchester, Boston, Brighton, Brookline, and Chelsea.

FINANCIAL SUPPORT. To date, we have raised \$59,000 for CITY ON A HILL. The Echoing Green Foundation has committed a \$50,000 grant, The Lillian and Harry A. Cowan Foundation has donated \$4,000, and ACT Medical has committed \$5,000. We have several funding proposals pending at national and local foundations and corporations, including the Geraldine R. Dodge Foundation, the John M. Olin Foundation, The Foley Foundation, The Bradley Foundation, The MacArthur Foundation, The Ford Foundation, and The Boston Foundation, many of which have given us enthusiastic encouragement.

LEGAL SUPPORT. The eminent Boston law firm of Foley, Hoag and Eliot, has been representing us *pro bono*.

UNIVERSITY SUPPORT. We have received encouragement and assistance from various Universities. Professors at Harvard University, Boston University, Northeastern University, Brown University, Yale University, The University of Chicago, Boston College and The University of New Hampshire, have contributed to our discussions. Dean Edwin Delattre of the B.U. School of Education, Dr. Mary Ann McGrail of B.U. and Dr. Tony Wagner of the University of New Hampshire have been especially supportive.

PROMINENT CITIZEN SUPPORT. CITY ON A HILL has been warmly received by many prominent citizens in politics and the media, locally and nationwide. Presidents and board members of major foundations have been supportive. Members of the U.S. Departments of Labor and Education have been encouraging. Locally, Michael Dukakis and Christopher Lydon have endorsed CITY ON A HILL.

EDUCATIONAL PROGRAMS SUPPORT. We are in conversation with the Coalition of Essential Schools, T.E.R.C., and the Israel Arts and Science Academy, about collaborations in staff development, curricular, and recruitment ventures. We have received advice and support from Phillips Academy's MS² Program for Minorities in Math and Science. We have received enthusiastic support from Teach for America.

MEDIA INTEREST. To date, we have had good media coverage in the *Wall Street Journal* (1/24/94), on WGBH's "T.G.I.F." (aired 2/2/94), and in *The Boston Globe* (2/9/94). (Copies of the two newspaper articles are included in the Appendix.)

SCHOOL PERSONNEL SUPPORT. Teachers as far away as Chicago and San Francisco, and as near as Andover, Providence, Newton, Charlestown, Boston, and Brookline have been very interested in CITY ON A HILL. Boston principals and guidance counselors are eager to steer students in our direction. Past and present members of local school committees are excited about CITY ON A HILL. We are encouraged by this support, as we intend to work as a public school, open to collaboration with other public schools.

UNIVERSITY STUDENT INTEREST. Students from Harvard, Wellesley, the University of Chicago, and Brown, have expressed interest in teaching in CITY ON A HILL. It is exciting to be the kind of urban school in which young teachers are eager to teach.

B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

Students from many schools have already expressed interest in our 1994 summer program, Dig "The Big Dig". (For description of summer program, see Appendix.) We have heard from students at the Washington Irving School, the Woodrow Wilson School in Dorchester, the Grover Cleveland Middle School, the Taft Middle School, Chelsea High School, the Umana School in East Boston, and the O'Bryant Technical School.

For evidence of additional support, see copies of letters in the Appendix.

10.) **EDUCATIONAL PROGRAM:**

A. In detail, describe the educational program of the school.

Our curriculum will focus on the liberal arts, with opportunities for breadth as well as depth. Some courses will survey a range of literature, an expanse of history, or a field of science, whereas others will explore a single text, question or experiment. There will be special attention given to American documents, speeches, and literature in each of the four years. Courses will demand mastery of content, and individual applications in the form of essays, demonstrations, and projects.

INTERDISCIPLINARY ELECTIVE COURSES taught by teams of teachers, individual teachers or outside professionals will supplement students' education and allow them to explore less traditional subjects.

In addition, **COMMUNITY SERVICE and/or WORK INTERNSHIPS** will be a basic part of every student's program.

Not all classes will meet every day. Some electives will meet once a week for a couple of hours.

The following is a curricular *framework*. The subjects do NOT necessarily represent discrete courses. Rather they are illustrative of the topics and competencies to be taught. The specific course content will be developed by our faculty and refined over time through discussions with parents, students, and community members.

We expect mastery from every student. Hence proficiency and not age will determine student placement in classes. Promotions will similarly be based on mastery of requisite competencies.

SAMPLE CURRICULAR FRAMEWORK:

Sample 7th Grade

English
World History
Current Events
Science/Math/Computers
Second Language
Music/Art
Elective Seminars
Community Service/Work Internship
Independent Project (one month)
Physical Education

Sample 8th Grade

English
World History
Current Events
Science/Math/Computers
Second Language
Elective Seminars
Music/Art
Community Service/Work Internship
Independent Project (one month)
Physical Education

Sample 9th Grade

English
History of Democracy: Classical Civ.
The American Founding
Science
Math
Second Language
Elective Seminars
Music/Art
Community Service/Work Internship
Independent Project (one month)
Physical Education

Sample 10th grade

English
History of Democracy: The Enlightenment
The American Civil War
Science
Math
Second Language.

ELECTIVES (Not presented as grade-specific):

Mock Trial
Sculpture
Hitchcock Films
Computer Programming
Welfare Reform
Urban Planning
The Novels of Hardy
Euclid
Malcolm X
The Middle East
Hamlet
Medical Ethics
Public Speaking
Chinese Art
Fine Art in Boston
Boston traffic
Feminism
Health Care
Abortion
Homelessness
The Vietnam War
The Holocaust
Soviet Films
South Africa
Documentary-making
Orwell's essays
Children's Literature
Figure Drawing
Spanish Literature
Japanese Politics
Boston Architecture
Opera
Mozart
Rap Music
War and Peace
The First Amendment
India
J.F. Kennedy
Mexico
Labor Unions
Printing
Carpentry
Political Campaigning

Sample 10th grade (cont'd)

Elective Seminars
Music/Art.
Community Service/Work Internship
Independent Project (one month)
Physical Education

Sample 11th Grade

English
Political Philosophy
American History: 1865-1925
Science
Math
Second Language
Elective Seminars
Community Service/Work Internship
Independent Project (one month)
Physical Education

Sample 12th Grade

English
Constitutional Law
American History: 1925-present
Science
Math
Second Language
Elective Seminars
Community Service/Work Internship
Independent Project (one month)
PHYSICAL EDUCATION.

ELECTIVES (cont'd)

Editorial writing
Nutrition
Harlem Renaissance
Autobiography
Photography
Debate
Magic
Self-defence
Comparative religion

B. What is the basis for the teaching methods to be used?

CITY ON A HILL believes that teachers are professionals, and as such should be expected to decide which methods suit which curricular objectives. But as we are dedicated to teaching students to be thoughtful and active citizens, we believe that students should be active and thinking learners as much as possible. Lecturing at students will be discouraged except when pedagogically necessary. Teachers will be encouraged to question students Socratically, promote students' independent thinking and cooperative learning. We will encourage team teaching, curricular innovation, and interdisciplinary approaches.

As we are concerned with students' habits of mind and work, our teachers will teach by example. Students will see us reading. Some teachers may seek fluency in a second language along side students; others may join students in a weekly elective class taught by some outside expert in the field.

C. Describe the school calendar and hours of operation of the school.

CITY ON A HILL CHARTER SCHOOL will observe the holidays, snow days and vacations as observed by the Boston Public Schools. We will consider whether to take off Boston's days or half-days for staff development or testing on a case-by-case basis. We will plan to have staff development time coincide with days that students are working on community service projects to avoid loss of classroom time. As our own staff development will be local it is unlikely we will follow Boston's schedule.

We will offer after school and summer programs.

Ideally, our school will be open from 7:00 a.m. until 7:00 p.m. Classes will run from 8:30 a.m. until 4:00 p.m. at the latest, including community service work. But not every day will have the same schedule, and not every class will be the same length. A science lab might be twice as long as a history seminar; a second language class might meet twice as often as a music class. Some students might have a weekly elective class from 5:00 until 7:00 p.m. Once a week there might be an early release day to enable students to do extended community service or work internships, and teachers to collaborate and plan. Once a week there will be Town Meeting. We plan to have one month designated for each grade to do supervised independent projects. To the greatest extent possible our mission, our curriculum, and our commitment to excellent teaching will guide our schedule.

11.) STUDENT PERFORMANCE:

A. Describe your proposed plan to assess student performance.

Students will **earn** their CITY ON A HILL CHARTER SCHOOL diploma based on their having demonstrated mastery of the curricular objectives indicated above. In order to show mastery, students will submit portfolios of written work in their humanities classes, perform applications of the principles and equations in their science and math classes, pass oral exams in their second language classes, show significant mastery of some aspect of music appreciation, history or performance; show significant mastery of some aspect of art history or practice; show some mastery of some basic skill among the manual arts, demonstrate their skills of argument and their ability to defend their views in Town Meeting; and synthesize their interests in their independent projects. Students' independent projects, and other major work will be assessed by teams of people. These teams will include the student's advisor, another teacher, another student, a CITY ON A HILL Board member, and an adult of the student's choosing. At the end of each term, parents, business people, university people, and other professionals will be invited to evaluate randomly selected pieces of students' work. This will enable us to be accountable to the expectations of our community.

B. What remediation will be available for under performing students?

We recognize that every student is differently inclined and differently talented. Students who are having difficulties will be able to attend our after school THE KITCHEN TABLE for individual tutorials. (See Appendix.) They will also be able to attend CITY ON A HILL summer programs. They can take electives which reinforce remediation in their areas of difficulty. They will be able to take independent study classes, and design an independent project which enables them to work on those areas. We do expect all students to master our basic objectives. We understand that it may take some students longer than 6 years (7th-12th grade) to do so. We are prepared to support students' learning as long as it takes for them to demonstrate they have earned a diploma.

C. How will the development of skills be measured?

A CITY ON A HILL education is about more than skills. However, as experienced teachers, we know that we cannot ignore basic skills in our efforts to teach students to be creative independent thinkers. Just as a potter must throw symmetrical pots before he can make asymmetrical ones, so, too, our students must master the three R's en route to pursuing their own asymmetries. At the start of each school year, all students entering CITY ON A HILL will take a series of basic skills tests. Their performance will indicate whether they need supplementary tutorials. Students' performance will be compared with their previous year's scores. Beyond this, each and every class

will be reinforcing basic skills in the context of whatever subject matter is being taught. English classes will require written work to be rewritten until polished. Math classes will ask that students redo assignments until concepts are grasped. In general, as we will be working on a mastery-based assessment program, no student will be allowed to be passed along without attending rigorously to any deficiencies. They may address these deficiencies through independent study, after school tutorials, or summer remediation.

12.) SCHOOL EVALUATION:

A.) What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

We believe that a public school must be accountable to the tax payers. Accountability begins with openness. CITY ON A HILL CHARTER SCHOOL will have an open door policy, and will make every effort actively to involve students' parents, and members of the larger community in the teaching, learning, and other activities of our school. But, ultimately, accountability is about whether we are succeeding by our students. A school must be able to demonstrate that it is teaching its students what it has set out to teach them, and that its students are able to make meaningful and productive contributions into the worlds of college, work and civic life. CITY ON A HILL will facilitate this self-assessment formally and informally.

Informally but significantly, this self-assessment will occur daily as teachers discuss lessons, curriculum, individual students with each other, with parents, with community members, and with students.

Formally, self-assessment will take place in two ways. Every year a visiting committee of our Board of Trustees will spend a week in our school gathering information and observing. This, in addition to observations gleaned from other Board Members' informal visits to the school throughout the year, will form the basis for an annual review of our program. In addition, every year, members of the Board of Trustees, members of the comity, and parents will participate in a review of seniors' portfolios, independent projects and other significant work. (In the years prior to our having a senior class, this group will look at our oldest students' work.) They will be able to look at how students' writing, thinking, and speaking have improved during their time at CITY ON A HILL, and to see whether our students are achieving the goals of the school. These forms of self-assessment will encourage our Board, parents and the community to hold us accountable in the most decisive respect: what our students know and can do when they graduate.

Standardized test scores, and post-high school placements in college and the work force will also serve as benchmark measures of our success.

B.) How will the school establish regular dialogue with parents? With the community?

In addition to the review process indicated above, parents and members of the community will be vital players in CITY ON A HILL.

Every CITY ON A HILL teacher will serve as an advisor to a small group of students throughout their time at CITY ON A HILL. This will involve regular contact with parents.

Every CITY ON A HILL student will be involved in community service projects and work internships. Students will forge meaningful relationships with members of the community through these projects. These projects will enable important conversation and collaboration between the school and the community.

Every week CITY ON A HILL will hold Town Meeting. These meetings will be open to CITY ON A HILL Board Members and parents.

Every afternoon, CITY ON A HILL will run after school projects and programs. Community volunteers will be enlisted to play an important role as we create a THE KITCHEN TABLE of inter generational learning and conversation. (See Appendix.)

Every CITY ON A HILL student will be paired with a mentor from the community.

Members of the community with special interests, talents, hobbies, skills, accomplishments, experience, or expertise will be recruited to teach weekly electives courses. This will enable our students to be exposed to wide array of role models and teachers. Certain electives will be open to parents and other members of the community.

Parents and community members will serve on the School Council (in accordance with the 1993 Education Reform Act), and will be represented on the Board of Trustees.

13.) HUMAN RESOURCES INFORMATION

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

TEACHERS. CITY ON A HILL believes that a school is only as excellent as its teachers, and that excellent teachers teach students as well as subjects. We are determined to hire men and women who know and love their subject

matter, know and love children, and are models of intellectual curiosity, civic excellence, and personal and professional integrity. We are looking for individuals who are both outspoken and good listeners, who are serious and like to have fun, and who have demonstrated belief in the mission of CITY ON A HILL. CITY ON A HILL will actively recruit a faculty that is diverse in terms of interests, talents, political beliefs, race, gender, and religion.

Hiring teachers for the opening of CITY ON A HILL Charter School will inevitably be different from the process in future years. In the future, we anticipate our teachers, parents and students playing a role in the hiring process. For now the process will be as follows:

1. Applicants will submit an application (see sample attached).
2. Our founders will review all applications.
3. Our founders and a committee of the Board of Trustees will interview all finalists.
4. Applicants will be asked to teach a model class in their subject area to a group of high school students, or submit a video of a class they have taught.
5. Final decisions with respect to hiring will be made by the director.

The standards we will use in the hiring process of teachers are the following:

1. A demonstrated civic interest and commitment to the mission of CITY ON A HILL.
2. A Bachelor's degree or higher in the subject he/she plans to teach and a demonstrated enthusiasm for and in-depth knowledge of his/her subject matter.
3. A demonstrated excellence in the classroom, preferably within an urban environment.
4. A demonstrated belief that all students can succeed.
5. A demonstrated intellectual curiosity.
6. A demonstrated openness to collaboration, team work, and peer review.
7. A demonstrated willingness to work with students in various ways outside the classroom, including as a mentor, advisor, coach, or collaborator.
8. Experience in interdisciplinary curriculum development.
9. Skills and interests beyond their subject matter that would lend themselves to supervising extra-curricular projects and pursuits. (e.g., Acting, Swimming, Second Language, Art, Music.)
10. A demonstrated comfort with diversity and with regular interactions with students' families.
11. If no proper MA certification, eligible to be MA certified within 3 years.
12. A willingness to make a commitment to CITY ON A HILL.

ADMINISTRATORS. Sarah Kass, one of our founders, will serve as the initial director of the school. In the future, this person would be selected by the same process as would the teachers, except that the Board of Trustees, and not the director, would bear ultimate responsibility for the process. The director would be held to the same above standards as are teachers. In addition, the following criteria would be important:

1. Ability to be responsive to the needs of teachers, students, parents and the community.
2. Administrative experience.
3. Collaborative and inclusive leadership style.
4. Demonstrated ability to carry out the mission of CITY ON A HILL.
5. Demonstrated ability to be an instructional leader.
6. Demonstrated ability to create and maintain an environment conducive to excellent teaching, rigorous learning, team work, and mutual respect.
7. Demonstrated ability to design, and implement innovative programs for student enrichment, staff development, parent involvement, and school community enhancement.
8. Demonstrated ability to be a spokesperson for CITY ON A HILL among students, faculty, parents, and in the larger community.
9. Demonstrated ability to handle the day to day operations of CITY ON A HILL.
10. Ability to work closely with the Board of Trustees and the Advisory Board of CITY ON A HILL.
11. Ability to oversee the fiscal management of CITY ON A HILL.

OTHER STAFF. Teacher Aides and Administrative Assistants will be expected to demonstrate a commitment to the mission of CITY ON A HILL, and the concomitant set of academic expectations, attitudes toward students and parents, expected of all teachers and the director. As CITY ON A HILL, especially in the early years, will be a very small school, it is essential that everyone working in the school (even part time as a volunteer) understands the fundamental principals and aspirations of CITY ON A HILL, and feels him/her self to be responsible for contributing to their enhancement.

TARGETED STAFF SIZE. CITY ON A HILL intends to open with 60 students. This will mean that we will open with a director who teaches part-time, three other teachers, two aides, and an administrative assistant. We will also recruit a cadre of university student interns and community volunteers. For every additional 40 students, we will add two additional full-time teachers.

B. How will teachers and administrators be evaluated? How often?

At CITY ON A HILL evaluation serves two important functions:

1. **SUMMATIVE.** Improving instruction for the sake of improving STUDENT LEARNING.
2. **FORMATIVE.** Assessing teacher performance for the sake of PROMOTION/DISMISSAL.

FORMATIVE. We intend to create an environment at CITY ON A HILL conducive to frequent collaboration and discussion of pedagogy, such that peer review is comfortable and desirable. In most public schools too many teachers function in isolation. CITY ON A HILL believes that teacher isolation serves neither teachers nor students effectively. Teachers must learn from one another's different teaching strategies and curricular approaches. At some point during the year every teacher will have a set of classes videotaped. These will form the basis for faculty discussions on teaching, and curriculum.

Each teacher will have a REVIEW PORTFOLIO assembled over the course of the year. A set number of peer review observations will be entered into that Portfolio, as will a collection of student evaluations. In addition, each teacher can select videotapes of classes, student work, lesson plans and other pieces of his/her teaching year he/she believes demonstrates what he/she has accomplished over the year. This Portfolio will, along side semi-annual formal observations done by the CITY ON A HILL director, form the basis for assessing a teacher's performance. Teachers will assess each other and be formally assessed on these among other criteria.

- Attitude toward students.
- Ability to motivate students.
- Ability to reach students individually.
- Ability to teach a group of students.
- Ability to make students think.
- Ability to create and maintain an environment conducive to active learning.
- Interactions with parents.
- Interactions with other teachers.
- Involvement in CITY ON A HILL activities and community.
- Advisory work with students.

The director will be evaluated with a similar portfolio arrangement. The director's annual evaluation will be by the Board of Trustees. All paraprofessional staff will be evaluated annually by the director with input from teachers working most closely with the individual Aide.

- C.) Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.

SALARIES

<i>Position</i>	<i>Salary (year 1)</i>
Director_____	\$45,000
Teacher_____	\$40,000
Teaching aide_____	\$18,000
Administrative Aide_____	\$25,000

CONTRACTS

We recognize that charter school staff are public employees and as such have the right of collective bargaining (M.G.L. c. 150) and teachers come under the state retirement plan, with their employment time in a charter counting as "creditable service." (M.G.L. c. 32) Given the nature of a start-up enterprise and the five year term limit of a charter, the issues of tenure and of lengthy contracts do not apply. We anticipate an employment agreement of a one year contract including but not limited to:

- Detailed job description
- Performance standards
- Scope of the work
- Supervisor
- Length of employment
- Salary and benefits
- Dates and criteria for formal reviews

We expect our employee/management relationship to be based on a mutual understanding of our commitment to the children of Boston. The overriding measure of a teacher's performance will be his/her contribution to our mission.

HIRING AND DISMISSAL

Staff will serve at the discretion of the Board of Trustees with recommendation from the Director.

BENEFITS

Benefit Packages—Medical insurance, workman's compensation insurance, long term disability, optional term life insurance will all be part of the benefit package offered by City on a Hill Charter School.

STAFF DEVELOPMENT

We have budgeted \$1,000 per teacher for staff development. In keeping with the democratic culture of our school, discussions concerning the use of the staff development budget will be made with faculty advice.

14.) **SCHOOL GOVERNANCE:**

- A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

CITY ON A HILL Charter School will have a Director who will serve at the discretion of the Board of Trustees. The Director will assume responsibility for the general day-to-day administration of the school. She will be the school's instructional leader, chief financial officer, and liaison to the Board of Trustees, the Advisory Board and the community. The presence of a single director will not in anyway eclipse CITY ON A HILL's view that teachers are what make a school excellent, and that they must share a part in the planning and running of the school. The director will facilitate that process, and ensure that the main missions of teaching and learning and civic engagement are not diminished. The entire faculty will serve as a team on matters of pedagogy and curriculum, within the parameters set by the mission of CITY ON A HILL.

B. How will the board of trustees be chosen?

C. Describe the roles and responsibilities of the board.

CITY ON A HILL's Board of Trustees will perform the following functions:

1. Hold CITY ON A HILL accountable to its mission.
2. Advise the director on matters of personnel.
3. Hire, Evaluate, Dismiss the director.
4. Advise on matters legal and financial, including the annual budget.
5. Raise funds for summer, after school, and enrichment programs for students and faculty.
6. Set long term plans and priorities for CITY ON A HILL.
7. Advise, approve, and file the Annual Report.
8. Manage capital acquisitions.
9. Review and approve curriculum.
10. Represent interests and needs of the community, including universities, business, and politics.
11. Evaluate seniors work.
12. Serve as mentors to students.
13. Attend CITY ON A HILL Town Meeting from time to time.
14. Recruit speakers, electives teachers, and cultural, recreational, community service, and internship opportunities for students.

Our Board of Trustees must be prepared to embrace the mission of CITY ON A HILL and have expertise related to the performance of at least some of the aforementioned functions, and be willing to serve according to the aforementioned expectations.

Initially the two founders will interview prospective Board of Trustee members. Subsequently, the sitting Board will review prospective replacement or new members. We will seek to draw people with some of the following characteristics:

1. Connections to the Boston neighborhoods and ability to do community outreach.
2. Involved in secondary education; knowledgeable about best practice in matters of curriculum, assessment, and pedagogy.
3. Management experience.
4. Fund-raising experience.
5. Legal expertise.
6. Private/Parochial school experience.
7. Present administrator in the Boston Public Schools.
8. Higher education.
9. Technological expertise.
10. Financial expertise.
11. Psychological expertise.
12. Bilingual.
13. Media access.
14. Political connections.

CITY ON A HILL will assemble a Board of Trustees that is diverse in terms of interests, talents, political beliefs, race, gender, and religion. There will be a teacher representative, a parent representative, and a student representative on our Board of Trustees. The Board of Trustees will be composed of an odd number of members, and will eventually have more than 8 but fewer than 18 members.

D. Describe the relationship of the board to teachers, administrators, students and families.

The Board will hire, evaluate, advise and, if necessary dismiss the director of CITY ON A HILL. A committee of the Board will advise the director on matters of personnel. Another sub-committee of the board will assist in fund-raising and matters financial. There will be a visiting committee of the Board charged with annually reviewing the school. They will formally visit classes, speak with teachers, students, and families, and assess the extent to which CITY ON A HILL is maintaining its academic standards and achieving its mission. Each members of the Board will attend weekly Town Meeting at least 3 times a year. Members of the Board will serve as mentors to students, and will participate in an annual review of seniors' work to see that it meets the necessary standards of the worlds of higher education and work. The Board of Trustees will be accountable to the needs, interests, and concerns of families.

E. Discuss the nature of parental and student involvement in decision-making matters.

In compliance with the 1993 Massachusetts Education Reform Act, CITY ON A HILL will have a Local School Advisory Council composed of teacher, parent, community and student representatives. This council will advise the director in accordance with the 1993 Education Reform Act. Additionally, there will be a parent, teacher, and student from this body who will formally serve on the Board of Trustees. Within the school itself, all students will participate in weekly Town Meeting. In addition students will write teacher evaluations that will be included in teachers' review portfolios.

F. Describe the nature and extent of community involvement in school activities.

We believe that ultimately the community holds a school accountable for preparing students to enter that community as responsible citizens capable of contributing to the well-being of that community. At CITY ON A HILL, we intend to make formal that accountability by inviting members of the community annually to participate in reviewing students' work and assessing whether our students are being graduated able to learn, serve, and work according to the demands of the work force and higher education. Members of the community will also serve as mentors. We believe that students must be exposed to as many adult role models as possible, and be amid adult conversation. Hence, community volunteers will serve regularly in our after school tutoring program, THE KITCHEN TABLE, as tutors and mentors. We intend eventually to pair each student with a community member who will be involved in his/her education throughout his/her time at CITY ON A HILL.

Members of the community will be invited to offer electives for students. Electives will be an opportunity for students to learn from different adults and to pursue an eclectic and esoteric variety of subjects.. (See #10 A.)

Members of the community will also be invited to address the student body, and to attend lectures, student debates, presentations and functions.

15.) BUILDING OPTIONS

A. Describe your present options for a school building

We have secured space in Boston High School for our 1994 summer program. (See question 4A, above.) We are currently in confidential discussions with Boston Public Schools administrators, union representatives, and representatives of Mayor Menino's office to find space for our charter school within a Boston Public School. In addition, we have it on good authority that there are many city owned buildings the city is eager to lease. Also, EDIC has space available at approximately \$5.00/square foot as of February 1994. Corporations and developers are looking for opportunities to donate the use of underutilized space.

- B. Demonstrate how this site would be a suitable facility for the proposed school.**

See question 5A

- C. Discuss any progress or future plans for acquisition of a school building**

Meetings are scheduled with Sandcastle Associates and Hamilton Realty to explore the possibility of free space. We will need expansion space by our third year.

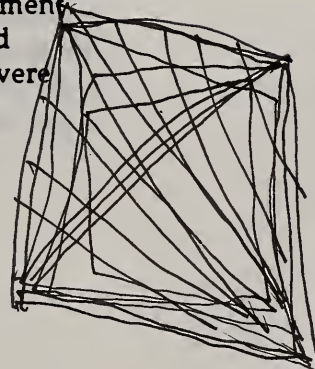
16.) CODE OF CONDUCT

- A. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.**

CITY ON A HILL regards discipline as an integral part of education. Therefore it is essential that all disciplinary measures reflect the educational mission of the school, and reinforce the responsibilities of citizens of the school community. Students will be treated as intelligent members of a school community and will be expected to act accordingly. It is our hope that our school will uphold the highest standards of mutual respect and personal and academic integrity. While freedom of speech will be protected, racist or otherwise intolerant speech will be unwelcome. Any acts, threats, or invitations to violence will have severe consequences, as will any acts of plagiarism or cheating. We anticipate adopting some formal grievance procedure for students, complete with a student/faculty grievance board. Most likely student representatives from each class will serve on this board. All CITY ON A HILL students will be expected to wear a simple uniform.

- B. Describe your school's policies regarding student expulsion and suspension.**

Any student found with a weapon, illegal drugs, or convicted of a felony will most likely be expelled. In cases where the school determines that a student is abusing alcohol or other drugs, the school may require that the student obtain some kind of school-approved outside treatment as a condition for returning to CITY ON A HILL. Suspension will be reserved for extreme infractions that cannot be better addressed within school by the parties involved. We believe that teachers and students should be encouraged to resolve their difficulties between themselves, and should have mediators or grievance boards available when necessary. Whenever possible, punishment should be meted out by the teacher most familiar with the infraction, and should reflect the values of citizenship promoted by the curriculum. Severe infractions will be handled by the Director in consultation with the student/faculty grievance board and the Board of Trustees.



17.) SPECIAL NEEDS STUDENTS:

Describe how your school will accommodate special needs students.

As CITY ON A HILL is committed to admitting students who are motivated to learn and to serve, we are committed to serving students who have these characteristics with special needs. As we are preparing citizens, we believe we must, to the greatest possible extent, include all students in a single program. Hence, all students requiring special assistance will receive that assistance, as much as possible, within the regular classroom and/or in addition to the regular classroom. We will not have pull-out programs.

It is the founders' experience that many students are referred to special education because of a poorly functioning regular classroom. We expect fewer special needs referrals because we will have:

- teachers willing to and capable of including special needs students in their classes;
- smaller classes;
- a multifaceted curriculum which included hands-on and individualized projects;
- special needs' aides.

Too many perfectly able, highly motivated, and energetic students are placed in special education because they have different learning styles. We hope to create inclusive classrooms that can accommodate real diversity while holding each and every student to the high academic and civic standards of CITY ON A HILL.

Additional Help:

We expect that our after school tutorial program, THE KITCHEN TABLE, our summer programs, and students' independent projects will provide additional sources of individualized assistance and support. It is our intention to offer remedial tutoring after school for all students. This will be of major benefit to special needs students who will not have to be pulled from their regular classrooms.

We are proud to be teaching in the Commonwealth whose Chapter 766 legislation had such a profound effect on the national movement to provide maximum development of potential for all students. There are, however, limits on the resources a small, academically-focused school can provide. We will not be able to accommodate the entire spectrum of special needs that a larger high school can.

they may not have

CITY ON A HILL Charter School will be able to teach students with mild to moderate special needs. Children of 0.4 standing, who require substantially segregated classrooms, will not be able to be accommodated. Students whose emotional problems are obstacles to the extensive social interaction required in our program will not be able to be accommodated.

Bilingual:

We are especially interested in ensuring that our bilingual students are graduated fully fluent, literate and competent in both their native language and in English. Hence we think that supplementary services should be utilized rather than sheltered alternatives to regular classes. Our experience has shown that students who receive a sheltered bilingual education are often not challenged intellectually as they should be, and are often not expected to become fluent, literate and competent in either English or their own native tongue.

18.) FUNDING

- A. Devise a start-up budget covering the planning stage before school opening.**
- B. Devise a 5-year budget covering projected income and planned expenditures.**
- C. Include all sources of anticipated income, including per pupil tuition and private or public grants.**

The start-up and 5 year operating budgets for a 1994 opening follow. The assumptions used in developing this budget follow the spread sheet. For a 1995 opening, only the start-up section changes, the five year budget below can be used for the Charter School. A separate start-up budget follows the explanation of the 1994 budget. The most significant difference will be the salary of one director during the 1994 school year setting up the charter school.

YEAR	Start-up	94/5	95/6	96/7	97/8	98/9
# Students		60	100	140	180	220
Income		<i>\$ - 100 per Student</i>				
Local Student Reimbursement		270,000	463,500	648,900	834,300	1,019,700
Special Needs Students		39,000	65,000	91,000	117,000	143,000
State Seed Money	25,000					
Foundations & Corporations	106,000	193,000	150,000	165,000	130,000	100,000
Total	131,000	502,000	678,500	904,900	1,081,300	1,252,700

Expenditures

Salaries	43,125	221,000	311,000	427,000	527,000	607,000
Fringe Benefits (24.5%)	10,566	54,145	76,195	104,615	129,115	148,715
Substitute Teachers		1,600	2,400	3,200	4,000	4,800
Special Needs Testing/Eval		3,000	5,000	7,000	9,000	11,000
Physical Education		6,000	10,000	14,000	18,000	22,000
Instructional Supplies		12,000	20,000	28,000	36,000	44,000
Instructional Equipment		9,000	15,000	21,000	27,000	33,000
Medical Services		1,200	2,000	2,800	3,600	4,400
Extracurricular Expenditures		3,000	5,000	7,000	9,000	11,000
Staff Development		4,000	4,000	4,000	4,000	4,000
Utilities		9,000	15,000	21,000	27,000	33,000
(1 day/wk @ 120)		4,200	7,000	9,800	12,600	15,400
Repairs & Supplies		5,400	9,000	12,600	16,200	19,800
Outside Services		4,000	6,000	8,000	10,000	10,000
Office supplies		3,600	6,000	8,400	10,800	13,200
Recruiting/fundraising		3,000	3,000	3,000	3,000	3,000
Rent		21,000	21,000	28,000	28,000	40,000
Insurance		6,000	6,000	10,000	10,000	10,000
Part Time Instruction & Services						
Psychologist		6,000	10,000	14,000	18,000	22,000
Music, Art, Industrial Arts		20,000	20,000	40,000	40,000	40,000
Furniture & Fixtures						
Desks & chairs	6,000		4,000	4,000	4,000	4,000
Desks & chairs	3,500		1,500	1,500	1,500	1,500
Copy, Phone, Fax	3,000		1,000	1,000	1,000	1,000
Computers & Printers	12,000		6,000	6,000	6,000	6,000
Kitchen Appliance	2,000					
Miscellaneous		11,914	16,983	23,577	28,644	33,264
Summer Program	44,218	44,218	44,218	44,218	44,218	44,218
Kitchen Table		48,425	49,878	51,374	52,915	54,503
Total Expenditures	124,408	501,702	677,173	905,084	1,080,592	1,240,800
Income less Expenditures	6,592	298	1,327	-184	708	21,900

very small margins of error
Page -39 one negative year

CATEGORY	ASSUMPTIONS
Income	
Local Student Reimbursement	Year 1: \$5000 per student increasing 3% per year
Special Needs Students	Year1:\$6500/student+3% / year10% of students have spec needs
State Seed Money	\$25,000 to help start up
Foundations & Corporations	Foundation & Corp. contributions to make up shortfall each year
Expenditures	
Salaries	See salaries
Fringe Benefits (24.5%)	24.5% includes medical, FICA, insurance, etc.
Substitute Teachers	5 days per year per teacher @ \$80/day for sub
Special Needs Testing/Eval	Paid to outside testing service est. at \$500/Spec. Student
Physical Education	\$100/student for coaching, swimming instruction, etc.
Instructional Supplies	\$200/Student
Instructional Equipment	\$150/Student-high to reflect needs of a start-up school
Medical Services	\$20/student
Extracurricular Expenditures	\$50/student-field trips, snacks, etc.
Staff Development	\$1000/teacher-high to reflect commitment
Utilities	\$150/student-electric, heat, phone, etc.
Custodial services	Custodial help approx \$70 per student. Students do daily tasks.
Repairs & Supplies	\$90/Student-Painting, repairs, cleaning supplies,paper goods,etc.
Outside Services	Bank, legal, accounting - estimate
Office supplies	\$60 per student - photocopy paper, pens, etc.
Recruiting/fundraising	For posters, printing, mailing, any travel, etc.
Rent	Rent @ \$7 3,000 Sq Ft yr 1; 4,000 yr 3; 6,000 yr 5
Insurance	Based on Estimates
Part Time Instruction & Services	
Psychologist	\$1,000 per special needs student
Music, Art, Industrial Arts	Half time teacher or equivalent Year 1&2. Full time year 3
Furniture & Fixtures	
Desks & chairs	\$100/student for desk and chair
Desks & chairs	\$500/Teacher for desk, chair, file, bookcase
Copy, Phone, Fax	Used or inexpensive to start
Computers & Printers	\$1500 per computer, \$3,000 per printer. 1 computer/10 students
Kitchen Appliance	Refrigerator, coffee pot, lunch table, microwave, etc.
Misc.	3% for contingency and miscellaneous expenses

1995 Start-up Budget

INCOME		March '94-Aug. '95
Foundations/Corporations		179,373
State Start-up Funds		25,000
Total Income		204,373
EXPENSES		
Salaries & Fringes		181,323
Rent		4,400
Phone/Util		1,000
Supplies		4,000
Equipment		2,800
Transport		4,100
Books		3,650
Printing/mail		3,100
Total Expenses		204,373

19. ACCOUNTABILITY:

A. How will you handle the process of compiling and disseminating the annual report, as set forth in M.G.L. c.71, s.89?

The Board of Trustees is aware of its responsibilities under M.G.L. c.71, s.89 to compile an annual report to the parents, the community and the Commonwealth. In addition we have raised funds from private sources and are responsible for annual reports to foundations. Members of the Board of Trustees will be attorneys and professionals who have prepared and reviewed similar reports. We are currently negotiating with an accounting firm for *pro bono* services. (We have, however, budgeted for accounting services.) The founders/directors have experience preparing and reviewing large school budgets. Members of the Board of Trustees will also be knowledgeable in budgets and financial reporting.

B. Discuss your plan for regular review of school finance and accounts.

A subcommittee of the Board of Trustees will assume the responsibility of reviewing school finances. The director will be responsible for overseeing the fiscal management of the school.

- C. Describe your system for maintaining school records and disseminating information required under public school law.

All student records will be kept on a data base for easy access. This will allow us to gather information to be used for statistical analysis and summary information reporting. There is software available for I.E.P. storage, and we will be evaluating its role in our school.

20.) TRANSPORTATION:

- A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with district transportation?

The majority of our students will use public transportation. MBTA Student Identification Cards will be issued on site to enable students to travel at their entitled half-price fare. Some students will walk.

- B. How will students who live outside the local district be transported?

Any out of district placements (out of the City of Boston), and we expect few, will be governed by the school choice regulations. They will rely on parents and/or public transportation.

For special needs students, or door to door handicapped students, it is our understanding that charter school students have the same right to free transportation as other Boston Public School students under M.G.L. 766.

21.) LIABILITY AND INSURANCE:

- A. Describe your school's insurance coverage plans.

1. We understand that charter schools come under Massachusetts protection against liability suits (M.G.L. c. 258). If it is necessary to obtain supplemental insurance, we will purchase a liability policy for \$1,000,000 per claim, \$2,000,000 aggregate for the insured year. This is the recommended level of insurance for schools under 600 students. The estimated premium as of February 1994 is \$5,000.
2. We will carry workmen's compensation insurance as required by Massachusetts' statute. (\$0.75 per \$100 of payroll.)
3. We are assuming that we will rent space and will not be separately responsible for building insurance. We will, however, insure our private property against fire, theft, or vandalism. This will cover our furniture, computers, etc. Estimated premium is \$375 from William Gallagher, Inc., a Boston Casualty Insurance Agent.

B. To demonstration the safety and structural soundness of the school, please submit written documentation of :

- Inspection by local building inspector;
- Inspection by local Fire Department;
- Approval under M.G.L. c. 148 from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school;
- Compliance with all other federal and state health and safety laws and regulations.

This material cannot be determined at this time. The Board is aware of its responsibility to provide a safe building and is aware that buildings which house children have special requirements by state law and city ordinance. This is one of the reasons that we are exploring the possibility of being housed within an existing school building. We intend to be in complete compliance.

22.) GOVERNANCE DOCUMENTS:

Before a school may open, founders will be required to submit copies of the school constitution, by-laws, contracts, and all incorporation documents required by law.

A copy of our corporate by-laws are included in the Appendix III.

Appendix I

SAMPLE APPLICATION FOR STUDENTS

NAME:
ADDRESS:
PHONE:
BIRTHDAY:
SCHOOL NAME:
PARENT/GUARDIAN:
GRADE IN SCHOOL:
NAME OF ADULT WHO WILL WRITE RECOMMENDATION:

How did you hear about CITY ON A HILL?

What interests you about our school?

What is the best book or story you have ever read? Why did you like it?

What do you like to do when you have free time?

On a separate sheet of paper, write a LETTER to the President of the United States telling him one thing YOU THINK he should do to make our country better. (There are no right answers. Just write what you think.)

Please return to CITY ON A HILL, 39 Jordan Road, Brookline, MA 02146 by
_____. Questions? Call 566-3037.

SAMPLE RECOMMENDATION FORM
STUDENTS RECOMMENDATION FOR:

(Name of Student)

NAME OF REFERENCE:

ADDRESS:

PHONE:

How long have you known the applicant? In what capacity?

Describe an instance where you saw the applicant display concern for another person. Please be specific.

Describe an instance where you saw the applicant very motivated to do something. Please be specific.

Describe how you imagine this student 10 years from now?

How will this applicant benefit from a CITY ON A HILL education?

Please return to CITY ON A HILL, 39 Jordan Road, Brookline, MA 02146 by
_____. Questions? Call 566-3037.

SAMPLE APPLICATION FOR TEACHERS

NAME:

ADDRESS:

PHONE:

I. Please answer the following questions on a separate sheet/sheets of paper.

- A. What is something you think is worth fighting for?
- B. What is a book, film, piece of art or music that has moved you?
- C. Describe the worst class you ever taught and explain what made it unsuccessful.
- D. What makes you a good teacher?
- E. What is something you want to learn more about?
- F. What subject(s) do you most enjoy teaching? What extracurricular activities could you see yourself leading?
- G. Anything else you think we should know.

II. Please include an up-to-date resume.

III. Please include lesson plans for a unit you have taught.

IV. Please include two recent letters of recommendation. One should be from someone who knows your teaching. One should be from someone who knows you.

V. We would like to watch you teach a small group of high school students. Please indicate a topic for a half hour class you would like to teach, and any materials you will bring or need.

Please return to CITY ON A HILL, 39 Jordan Road, Brookline, MA 02146 by
_____. Questions? Call 566-3037.

SAMPLE INTERVIEW QUESTIONS : STUDENT APPLICANTS

What do you want to be when you grow up?
What are you afraid of?
Who's your hero?
What do you like most about school?
What do you like least about school?
What would you do to make your neighborhood or school better?

SAMPLE INTERVIEW QUESTIONS : TEACHER APPLICANTS

Different student learn in different ways. Discuss how you balance the demands of diversity and excellence.
How do you spend your free time?
How would you explain to students why it is important to vote?
What do you do when a student swears in your class?
How would you involve parents in our school?
Indicate ways you have successfully collaborated with other teachers.
What attracted you to CITY ON A HILL?
Does a teacher have a responsibility for moral education?
What would your worst student say about you?
What would your best student say about you?

Appendix II

SUMMER PROGRAM — The first phase of CITY ON A HILL will be the initial summer program described below:

DIG "THE BIG DIG" CIVICS & SCIENCE SUMMER PROGRAM 1994

Few of Boston's inner-city students ever fly out of Logan Airport or sail on Boston Harbor. Yet the Central Artery/Tunnel, the largest civil engineering project in the history of the world, will have a more immediate effect on their lives than on the lives of their suburban counterparts. If we are to have citizens of Boston who are both knowledgeable and concerned about their urban environment, Boston's urban students must understand how their city works, who works in it, and how everybody gets to work.

Forty 7th-10th graders from inner-city Boston and Chelsea will study the Central Artery/Tunnel (CA/T) Project, "The Big Dig". The program will be accredited in the Boston and Chelsea Public Schools, so that students will be able to earn Environmental Science or Social Studies credit for successful completion. In addition, there will be a community service work-study component for which students will receive a stipend.

Why "The Big Dig"?

- **ONCE IN A LIFETIME** an opportunity comes along to study such a dramatic change in the city environment. No public educational institution in Boston is asking students to study the CA/T project first-hand.
- **EXCITING PROJECT.** Ripping open the earth, displacing rodents, and lowering concrete from barges into the harbor, are the stuff of the adolescent imagination, and will make an exciting backdrop for an educational experience. The city will be our classroom.
- **SOLUTION MORE THAN A PROBLEM.** The problem of stand-still traffic on the central artery is part of our students' landscape. We intend to raise their consciousness about their surroundings and to empower them to make a difference.
- **MULTI-FACETED & INTERDISCIPLINARY.** "The Big Dig" is a case study of engineering, urban planning, environment, political decision-making, jobs, safety, ethics, and aesthetics. Students will meet people working on "The Big Dig," and learn about their individual contributions. Students will consider the case-study from these various perspectives.

- **10-YEAR PROJECT.** "The Big Dig" offers a longitudinal case-study. It is a 10-year project that will be on-going when our students enter the job market. We intend to make our students aware of job opportunities and career options, and to help develop their employment skills.
- **ACCESSIBLE.** The CA/T Project is eager to inform and involve the citizens of Boston. Our students will have the opportunity to avail themselves of talent that is uniquely accessible because of the public relations interest of the project. As of this printing, our proposal has been enthusiastically received by many people connected with the CA/T Project.
- **LOCATION.** Our morning science and civics classes will be held in a Boston Public School classroom and science laboratory. We have a guarantee of space in a Boston Public High School, accessible by MBTA. We are waiting confirmation, pending assignment of summer classroom space.

MEASURE OF OUR SUCCESS —We will know **DIG "THE BIG DIG"** has succeeded, when our students have improved their grades, especially in science, in their regular school programs. In addition, we expect that our students will go on to enroll in the most challenging science classes in their high schools. We further expect them to become involved in a community or civic extra-curricular activity.

TUTORIAL PROGRAM — The second phase of CITY ON A HILL will be the initial after school tutorial program described below:

**THE KITCHEN TABLE
AFTER SCHOOL TUTORIAL PROGRAM 1994-'95**

We are confident that if you are reading this proposal, as a student you went home after school and sat at THE KITCHEN TABLE and spoke to adults.

Too few students converse regularly with adult members of their families. They do not read newspapers or see newspapers read. They do not have the kind of THE KITCHEN TABLE where they can quietly do their homework and gain the life skills necessary to make them students at school and citizens in the world.

CITY ON A HILL will offer an after school THE KITCHEN TABLE for 60 inner-city Boston and Chelsea 7th-10th graders during the 1994-'95 school year. At our THE KITCHEN TABLE, students will help each other with their homework, read and discuss newspapers together, do projects in the community, and cook together. There will be formal SSAT, PSAT and SAT preparation classes, and informal lessons in the galleries, libraries, and neighborhoods of Boston. We will seek to reinforce basic skills, good study habits, and civic-mindedness in an intellectual and friendly environment.

This program will run on a peer-tutoring model. Twenty 10th grade students will be employed to tutor forty 7th-9th grade students. The 10th graders will receive a stipend and will be eligible for work/study credit in the Boston and Chelsea Public Schools. The 7th-9th grade students will be eligible for community service credit.

MEASURE OF OUR SUCCESS —We will know our THE KITCHEN TABLE is successful when our students have improved their grades in their regular school programs. For those students who have had an attendance problem at their regular school, we expect a dramatically improved attendance. We expect a continuity in our program: younger students will continue on and become tutors of future students. In addition, we expect that our students will take the SSAT, PSAT and the SAT and go on to four-year colleges after finishing high school.

Appendix III

Governance Documents

Media Coverage

Letters of Support

MASSACHUSETTS OFFICE OF THE ATTORNEY GENERAL
DIVISION OF PUBLIC CHARITIES
SHORT FORM/SCHEDULE A-2

To be filed by new organizations seeking a certificate to
solicit funds

NAME: CITY ON A HILL
A Nonprofit Corporation

Date: 12 / 29 / 93

St. & No.: 39 Jordan Road
City, State: Brookline, MA
Zip code: 02146

ATTY GENERAL'S ACCOUNT NO.:
031666
Fed. ID No. 04-321-7458
IRS exemption under 501(c)() X
Check if no IRS exemption X
Tel no. (617) 734-1642
FAX no. () none

Date of organization / /
Date of incorporation, if any 1 / 1 / 94

** Will be applied for.

Date on which fiscal year ends 5 / 31 / 94

CERTIFICATION BY ORGANIZATION
Two signatures are required

Under penalty of perjury, we declare that the information furnished
above and in Schedule A-2 below, including any attachments, is true
and correct to the best of our knowledge.

Samuel Zell
Signature of President or other
authorized officer or trustee

President 12/29/93
Title Date

Ann Connolly Toloff
Signature of Treasurer or Chief
Fiscal Officer

TREASURER 12/29/93
Title Date

This application for a solicitation certificate must be accompanied by
(1) a copy of your organization's charter, articles of organization,
agreement or association, or instrument of trust; (2) a copy of your
organization's by-laws; and (3) a check for \$50.00 payable to the
Commonwealth of Massachusetts.

DO NOT WRITE IN THIS BLOCK

Payment received \$50

Certificate issued 2/3/94
Certificate end date 10/31/95

CERTIFICATE OF REGISTRATION
APPROVED

By-Laws
of
CITY ON A HILL
A Nonprofit Corporation

SECTION 1

General Provisions

1.1 Articles of Organization. The name and purposes of the Corporation shall be as set forth in its Articles of Organization. The Articles of Organization are hereby made a part of these By-Laws, and the powers of the Corporation and of its directors and officers, and all matters concerning the conduct and regulation of the affairs of the Corporation, shall be subject to such provisions in regard thereto, if any, as are set forth in the Articles of Organization. In the event of any inconsistency between the Articles of Organization and these By-Laws, the Articles of Organization shall be controlling. All references in these By-Laws to the Articles of Organization shall be construed to mean the Articles of Organization as from time to time amended.

1.2 Location. The principal office of the Corporation shall initially be located at the place set forth in the Articles of Organization of the Corporation. The directors may change the location of the principal office in The Commonwealth of Massachusetts; *provided, however,* that no such change shall be effective until a certificate of change or an annual report is filed with the Secretary of The Commonwealth of Massachusetts specifying the street address of the new principal office of the Corporation in The Commonwealth of Massachusetts. The directors may establish other offices and places of business in Massachusetts or elsewhere.

1.3 Fiscal Year. Except as from time to time otherwise determined by the directors of the Corporation, the fiscal year of the Corporation shall end on the last day of May in each year.

1.4 No Members. The Corporation shall have no members. No person now or hereafter designated by the Corporation as a "member" for any purpose shall be or be deemed to be a member for purposes of the Articles of Organization or By-Laws of the Corporation or for purposes of Chapter 180 of the Massachusetts General Laws, as amended from time to time, or any other law, rule or regulation. Any action or vote required or permitted by Chapter 180 of the Massachusetts General Laws, as amended from time to time, or any other law, rule or regulation to be taken by members shall be taken by action or vote of the same percentage of the directors of the Corporation.

1.5 Corporate Seal. The common corporate seal is, and until otherwise ordered and directed by the board of directors shall be, an impression upon paper bearing the name of the Corporation, the date "1994" and such other device or inscription as the board of directors may determine.

SECTION 2

Directors

2.1 Powers. A board of directors shall manage the affairs of the Corporation and shall have and may exercise all the powers of the Corporation, except as otherwise provided by law, by the Articles of Organization or by these By-Laws.

2.2 Number and Election. The directors annually at their annual meeting shall fix the number of directors, which number shall be no less than three, and shall elect the number of directors so fixed. All directors shall hold office until the next annual meeting of the board of directors or special meeting in lieu thereof, and thereafter until their respective successors are chosen and qualified. Directors may be re-elected to successive terms and may serve as one or more officers. At any special or regular meeting the directors may by an affirmative vote of a majority of directors then in office increase the number of directors and elect new directors to complete the number so fixed, or they may by a similar vote decrease the number of directors, but only to eliminate vacancies existing by reason of death, resignation, removal or disqualification of one or more directors. The directors may by an affirmative vote of a majority of directors then in office fill any vacancy in the board and may exercise all their powers notwithstanding any vacancy or vacancies in their number.

2.3 Resignation and Removal. Any director may resign by delivering a written resignation to the president or the clerk or to the Corporation at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. Any director may be removed from office with or without cause by an affirmative vote of two-thirds of the directors then in office. A director may be removed for cause only after reasonable notice and an opportunity to be heard by the board of directors.

2.4 Annual Meeting. The directors shall meet annually on the last Monday in June at 10:00 A.M. at the principal office of the Corporation, or on such other date within six (6) months following the last day of the fiscal year, at such place, within or without The Commonwealth of Massachusetts, and at such time as the board of directors shall determine, except that such date shall not be a legal holiday. If such annual meeting is omitted on the day herein provided therefor, a special meeting may be held in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time, and place of any such meeting shall be mailed to all directors at the directors' usual or last known business or home address not less than seven (7) days prior to the date of the annual meeting.

2.5 Regular Meetings. Regular meetings of the directors may be held without call or notice at such places and times as the directors may from time to time determine; *provided, however*, that any director who is absent when such determination is made shall be given notice as provided in Section 2.7 of these By-Laws.

2.6 Special Meetings. Special meetings of the directors may be held at any time and place when called by the chairperson of the board, if any, the president or by two or more directors. Notice of any special meeting shall be given as provided in Section 2.7 of these By-Laws.

2.7 Notice of Meetings. Notice of the date, time and place of all regular and special meetings of the directors shall be given to each director by the clerk or, in case of the death, absence, incapacity or refusal of the clerk, by the officer or one of the directors calling the meeting. Such notice shall be given to each director in person or by telephone, telegram or facsimile transmission sent to such director's usual or last known business or home address at least twenty-four (24) hours in advance of the meeting, or by mail addressed to such business or home address and postmarked at least forty-eight (48) hours in advance of the meeting, unless shorter notice is adequate under the circumstances. Except as required by law, notice of any meeting of directors need not be given: (i) to any director who, either before or after the meeting, delivers a written waiver of notice, executed by the director (or the director's attorney thereunto authorized), which is filed with the records of the meeting; or (ii) to any director who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Articles of Organization, or these By-Laws, a notice or waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is (i) the amendment or repeal of any provision of the Articles of Organization or these By-Laws or (ii) the removal of a director or an officer.

2.8 Action at Meetings. A majority of the directors then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of directors at which a quorum is present, the vote of a majority of those directors present shall decide any matter unless the Articles of Organization, these By-Laws or any applicable law requires a different vote.

2.9 Action by Written Consent. Any action by the directors or any committee may be taken without a meeting if a written consent thereto is signed by all the directors or all the members of the applicable committee and filed with the records of the meetings of the directors. Any such written consent shall be treated for all purposes as a vote at a meeting.

2.10 Chairperson of the Board. The directors may elect a chairperson of the board of directors. The chairperson shall preside at all meetings of the directors except as the directors shall otherwise determine, and shall have such other powers and duties as the directors may determine.

2.11 Committees. The directors may elect or appoint from their own number an Executive Committee, and may elect such other committees (which may include individuals who are not directors of the Corporation) as they may from time to time determine necessary or advisable, and may delegate, to the extent permitted by law, the Articles of Organization or these By-Laws, such powers and duties thereto as they may deem advisable; *provided, however*, that any committee to which the powers of the directors are delegated shall consist solely of directors. Unless the directors otherwise determine, the Executive Committee, if elected or appointed, shall have the power to act on all matters requiring prompt action between meetings of the directors except such matters as are specified in Section 55 of Chapter 156B of the Massachusetts General Laws. If an Executive Committee is elected or appointed, any director serving as chairperson of the board shall be a member of the Executive Committee. At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the elected members of such committee. Any committee may, subject to the approval of the board of directors, make further rules for the conduct of its business. However, unless otherwise provided by vote of the board of directors or by rules established by the board of directors, the business of any committee shall be conducted as nearly as may be in the same manner as is provided in these By-Laws for the board of directors. The members of any committee shall serve on such committee at the pleasure of the directors.

2.12 Friends of the Corporation. The directors may designate certain persons or groups of persons as sponsors, benefactors, contributors, advisors, members of an advisory board or friends of the Corporation or such other title as they shall deem appropriate. Such persons shall serve in an honorary capacity and, except as the directors may otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting or to consent to any action taken by or on behalf of the Corporation, shall not be considered for purposes of establishing a quorum and shall have no other rights or responsibilities.

2.13 Meetings by Telephone Conference. Directors may hold meetings by means of a conference telephone or similar communication equipment by means of which all persons participating in the meeting can hear each other at the same time, and participation by such means shall constitute presence in person at a meeting.

SECTION 3

Officers

3.1 Officers and Agents. The officers of the Corporation shall consist of a president, a treasurer, a clerk, an assistant clerk and such other officers as the directors may determine from time to time. The Corporation may also have such agents, if any, as the directors may appoint. The president shall be a director; any other officer may but need not be a director. An individual may hold more than one office. If required by the directors, an officer shall give the Corporation a bond for the faithful performance of his or her duties in

such amount and with such surety or sureties as shall be satisfactory to the board of directors.

3.2 Election and Tenure. The president, treasurer and clerk shall be elected annually by the directors. Any other officers determined necessary or desirable by the directors may be elected by the directors at any time. Except as otherwise provided by law, the Articles of Organization or these By-Laws, all officers shall hold office until the annual meeting of the directors or the special meeting held in place thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in the vote electing or appointing them. If the office of president, treasurer or clerk becomes vacant, the directors shall elect a successor; if any other office becomes vacant, the directors may elect a successor. Each such successor shall hold office for the unexpired term and in the case of the president, treasurer and clerk until a successor is chosen and qualified, or in each case until the officer sooner dies, resigns, is removed or becomes disqualified.

3.3 Resignation and Removal. Any officer may resign by delivering a written resignation to the president or clerk or to the Corporation at its principal office and such resignation shall be effective upon receipt, unless it is specified to be effective at some later time. The directors may remove any officer, with or without cause, by a vote of a majority of the directors then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the board of directors.

3.4 President and Vice-President. The president shall be the chief executive officer of the Corporation and, subject to the direction and control of the board of directors, shall have general charge of the affairs of the Corporation. If no chairperson of the board is elected, the president shall, subject to the direction and control of the board of directors, preside when present at all meetings of the directors. The president shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the directors. Any vice-president shall have such powers as the directors may from time to time designate.

3.5 Treasurer and Assistant Treasurer. The treasurer shall be the chief financial officer and chief accounting officer of the Corporation and, subject to the direction and control of the board of directors, shall have general charge of the financial affairs of the Corporation, shall keep full and accurate books of account and shall maintain custody of all funds, securities and valuable documents of the Corporation. The treasurer shall prepare or oversee all filings required by The Commonwealth of Massachusetts, the Internal Revenue Service and any other governmental agency. The treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the directors. Any assistant treasurer shall have such powers as the directors may from time to time designate.

3.6 Clerk and Assistant Clerk. The clerk shall record and maintain records of all proceedings of the directors in a book or series of books kept for that purpose and shall give

such notices of meetings of directors as are required by these By-Laws. The clerk shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the directors. The clerk shall be a resident of The Commonwealth of Massachusetts, unless the Corporation shall appoint a resident agent for the service of process. In the absence of the clerk from any meeting of directors, a temporary clerk designated by the person presiding at the meeting shall perform the duties of the clerk. Any assistant clerk shall have such powers as the directors may from time to time designate.

3.7 Other Officers: Resident Agent. Other officers shall have such duties and powers as may be designated from time to time by the directors. The Corporation may by a vote of a majority of the directors appoint a resident agent as its true and lawful attorney upon whom all lawful processes in any action or proceeding against the Corporation may be served. Such appointment shall become effective only upon the filing in the office of the Secretary of State of a certificate, signed under the penalties of perjury by the clerk of the Corporation, setting forth the name and business address of the resident agent within the Commonwealth and a copy of the vote of the board of directors appointing the resident agent as such.

SECTION 4

Compensation and Personal Liability

4.1 Compensation. No director or officer shall receive any compensation for services rendered as a director or officer. Notwithstanding the foregoing, any director or officer may receive reasonable compensation for services rendered as an employee of the Corporation, and any director or officer may, if authorized by the President or the Board of Directors, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the director or officer in the performance of duties as a director or officer.

4.2 No Personal Liability. The directors and officers of the Corporation shall not be personally liable for any debt, liability or obligation of the Corporation. All persons, corporations or other entities extending credit to, contracting with, or having any claim against, the Corporation, may look only to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the Corporation.

SECTION 5

Indemnification

5.1 Generally. The Corporation shall, to the extent legally permissible and only to the extent that the status of the Corporation as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, indemnify each person who may serve or who has served at any time as a director, president, treasurer, clerk or other officer of the Corporation, each person who may serve or who has served at the request of the Corporation as a director, officer, employee or other agent of another organization and each person who may serve or has served at its request in a capacity with respect to any employee benefit plan (collectively, "Indemnified Officers" or individually, "Indemnified Officer"), against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (a "proceeding") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless a majority of the full board of directors authorized the proceeding); *provided, however*, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such Indemnified Officer shall have been finally adjudicated in any proceeding (i) to have breached the Indemnified Officer's duty of loyalty to the Corporation, (ii) not to have acted in good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the Corporation, (iii) to have engaged in intentional misconduct or a knowing violation of law, or (iv) to have engaged in any transaction from which the Indemnified Officer derived an improper personal benefit; *and further provided*, that any compromise or settlement payment shall be approved by the Corporation in the same manner as provided below for the authorization of indemnification. Any person who at the request of the Corporation may serve or has served another organization or an employee benefit plan in one or more of the foregoing capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interests of such other organization or in the best interests of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the Corporation.

5.2 Advances; Repayment. Such indemnification may, to the extent authorized by the board of directors of the Corporation, include payment by the Corporation of expenses, including attorneys' fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the Indemnified Officer to repay such payment if not entitled to indemnification under this Section which undertaking may be accepted without regard to the financial ability of such Indemnified Officer to make repayment.

5.3 Authorization. The payment of any indemnification or advance shall be conclusively deemed authorized by the Corporation under this Section, and each director and officer of the Corporation approving such payment shall be wholly protected, if:

- (i) the payment has been approved or ratified (1) by a majority vote of the directors who are not at that time parties to the proceeding or (2) by a

majority vote of a committee of two or more directors who are not at that time parties to the proceeding and are selected for this purpose by the full board (in which selection directors who are parties may participate); or

(ii) the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the Corporation) appointed for the purpose by vote of the directors in the manner specified in clauses (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a majority of the directors then in office; or

(iii) the directors have otherwise acted in accordance with the standard of conduct applied to directors under Chapter 180 of the Massachusetts General Laws, as amended from time to time; or

(iv) a court having jurisdiction shall have approved the payment.

5.4 Heirs, Executors and Administrators. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any Indemnified Officer entitled to indemnification hereunder.

5.5 Non-Exclusive Rights. The right of indemnification under this Section shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which Corporation employees, agents, directors, officers and other persons may be entitled by contract or otherwise under law.

5.6 Adverse Amendments. No amendment or repeal of the provisions of this Section which adversely affects the right of an Indemnified Officer under this Section shall apply to that Indemnified Officer with respect to the acts or omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

5.7 Employees and Agents. To the extent legally permissible and only to the extent that the status of the Corporation as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, the Corporation may indemnify any employee or agent of the Corporation to the extent authorized by the board of directors by an affirmative vote of a majority of the directors entitled to vote. The foregoing provisions of this Section 5 shall apply to any indemnification of any employee or agent under this Section 5.7.

SECTION 6

Provisions Relative to Transactions With Interested Persons

The Corporation shall not enter any contract or transact any business in which any part of the assets or net earnings, if any, of the Corporation shall inure to the benefit of, or be distributable to, any director or officer of the Corporation or other private individual, except that the Corporation may pay reasonable compensation for services rendered and may make payments and distributions in furtherance of its purposes as set forth in Article II of the Articles of Organization. The Corporation may, however, enter into contracts and transact business with one or more of its directors or officers or with any corporation, organization or other concern in which one or more of its directors or officers are directors, officers, stockholders, partners or otherwise interested; and, in the absence of fraud, no such contract or transaction shall be invalidated or in any way affected by the fact that such directors or officers of the Corporation have or may have interests which are or might be adverse to the interest of the Corporation even though the vote or action of directors or officers having such adverse interest may have been necessary to obligate the Corporation upon such contract or transaction. In the absence of fraud, no director or officer of the Corporation having such adverse interest shall be liable to the Corporation or to any creditor thereof or to any other person for loss incurred by it under or by reason of such contract or transaction, nor shall any such director or officer be accountable for any gains or profits realized thereon.

SECTION 7

Miscellaneous Provisions

7.1 Execution of Instruments. All contracts, deeds, leases, bonds, notes, checks, drafts and other instruments authorized to be executed by an officer of the Corporation on its behalf shall be signed by the president or the treasurer except as the directors may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the Corporation by the president and the treasurer, who may be one and the same person, shall be binding on the Corporation in favor of a purchaser or other person relying in good faith on such instrument notwithstanding any inconsistent provisions of the Articles of Organization, By-Laws, resolutions or votes of the Corporation.

7.2 Voting of Securities. Except as the board of directors may otherwise designate, the president or treasurer may waive notice of, and appoint any person or persons (with or without power of substitution) to act as proxy or attorney in fact for this Corporation, at any meeting of members of any corporation without capital stock, or any meeting of stockholders of any other corporation the securities of which may be held by the Corporation.

7.3 Corporate Records. The records of all meetings of incorporators and directors, the names and addresses of the directors and officers of the Corporation, and the originals or attested copies of the Articles of Organization and the By-Laws of the Corporation shall be kept in Massachusetts at the principal office of the Corporation or of the clerk, but such corporate records need not all be kept in the same office.

7.4 Guarantees and Suretyships. The Corporation shall make no contracts of guarantee or suretyship.

SECTION 8

Dissolution

The Corporation may be dissolved in accordance with the Articles of Organization.

SECTION 9

Amendments

These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, by an affirmative vote of a majority of directors then in office, at any annual meeting of the directors or special meeting of the directors; *provided, however*, that notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the By-Laws, or that new By-Laws may be adopted, will be proposed.

Plans for experimental schools vie for state approval

By Jonathan Hart
Globe Staff

A Springfield entrepreneur wants to open a nonunion, nonpublic, nonsectarian, noncharter high school for blacks and Latinos in Springfield. Another teacher wants to open a nonunion, nonpublic, nonsectarian, noncharter high school for whites and blacks in Springfield. A third teacher wants to open a nonunion, nonpublic, nonsectarian, noncharter high school for whites and blacks in Springfield. A fourth teacher wants to open a nonunion, nonpublic, nonsectarian, noncharter high school for whites and blacks in Springfield. A fifth teacher wants to open a nonunion, nonpublic, nonsectarian, noncharter high school for whites and blacks in Springfield. A sixth teacher wants to open a nonunion, nonpublic, nonsectarian, noncharter high school for whites and blacks in Springfield. A seventh teacher wants to open a nonunion, nonpublic, nonsectarian, noncharter high school for whites and blacks in Springfield. 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A ninety-ninth teacher wants to open a nonunion, nonpublic, nonsectarian, noncharter high school for whites and blacks in Springfield. A hundredth teacher wants to open a nonunion, nonpublic, nonsectarian, noncharter high school for whites and blacks in Springfield.

"As a teacher, you always say, 'If I could run it my way, what would I do?'" said Ann Tinkler, a Chelsea high school teacher proposing a private school, Patrick Henry, multiethnic, nonsectarian, noncharter, nonpublic school requiring students to learn a second language. "This is an opportunity to do things your own way."

With applications due Feb. 15, state officials said some 40 groups have filed initial proposals.

The schools that win approval cannot open before September 1985, and no more than 25 can be established with up to five in Boston and in Springfield. But state officials are hoping to amend the law on both counts.

In all, only 6,524 of the state's 800,000 students can be enrolled in charter schools at any given time.

"I see charter schools as a win-win proposition," Robertson said yesterday. "Most of the proposals address the needs of the child not able to succeed in current public schools. This provides an avenue of experimentation that can support existing happening under education reform."

Critics of charter schools, including some teacher unions and public school educators, are less optimistic, saying that charter schools essential to knock the bugs out from under public schools.

Under the charter school law, both the secretary and education commissioner are responsible for overseeing the charter schools, per se, including ensuring that their students meet the same testing standards as other public schools.

Public school leaders can take a two-year leave of absence to teach in charter schools.

The Edison Project, headed by former Yale University president Henry S. Pritchard, an ardent supporter of free market competition in education, is also seeking support from school officials in Hingham, Wrentham and other communities.

"They don't need our approval, but they are seeking our support," said Lowell Superintendent George Trajandis yesterday. An Edison spokesman could not be reached for comment.

Meanwhile, critics say the schools may even out students based on academic ability, English proficiency and behavioral problems.

"We are not opposed to the concept of charter schools, but it is being used as a backdoor attempt to use public aid for private schools," said Robert Murphy, president of the Massachusetts Teachers' Association.

Exclusion over charter schools has been tempered by the lack, so far, of financial help for start-up costs associated with finding a facility, paying salaries and providing textbooks.

Robertson said she is seeking an extra \$1.5 million from the legislature, which she would parcel out according to operational needs.

In other charter proposals: ■ Dorchester resident Harriet Rosenbaum, a pediatric engineer and former teacher from Trinidad who runs an after-school tutoring program, plans to establish the Swami Vivekananda International Charter School, offering kindergarten through high school in Boston or Waltham. He uses meditation and yoga to teach children accelerated learning and said the students could graduate as early as age 16. He describes the teaching as "the best of Eastern and Western thought."

■ The Swansea-based Renaissance Educational Support Systems Inc., which provides technological educational services to schools in Puerto Rico and elsewhere, is proposing a Spanish bilingual school, emphasizing Hispanic cultures and language. Hisson, Framingham or Lawrence are possible sites for the school, said Anabel Trilla Casay, the company's project coordinator.

■ Samuel Blase of Springfield, president of a public plant agency, has taken a public plant agency charter school, according to school spokesman Larry Fallon. Sources said Edison officials were speaking this week with parents and community groups about charter schools.

Charter proposals

Some ideas for proposed charter schools in Massachusetts.

■ Boston's first virtual and performing arts high school.

■ A school teaching science and math for black and Hispanic girls in grades 3 through 12.

■ A school run by the Museum of Science on the grounds of Science Center in Boston is seeking another group to help run the school.

■ A K-12 Spanish bilingual school that teaches the Hispanic cultures. Open to all languages.

■ A democratically run junior high and high school that uses parent clubs and uses the team meeting method to make decisions.

■ A school for handicapped through post high school that uses peer instruction and meditation to accelerate children's learning.

president of Maytag Communications, wants to start a school focusing on communication, media and marketing for as many as 300 black and Hispanic high school students. The Diamond Charter School for Communications Sciences and Entrepreneurial Education would guarantee each non-college bound graduate a job or support in starting their own business.

The local impact

"I think charter schools will complement the public schools," said Education Commissioner Robert Anderson. "I don't see them as a threat."

But Murphy and others questioned the financial burden such schools will impose on some already beleaguered districts. They said they expect that private and parochial schools would join charter schools, and the school district would pay for these additional students.

Three hundred students at a new charter school could mean \$1.5 million from a school budget if per pupil district spending is \$5,000, school of finance said.

Fallon said Edison officials were speaking this week with parents and community groups about charter schools.

Hattie McKinnis, president of the Tallulah Morgan Education Foundation in Boston, said she has requested information and is working with a group of mostly minority parents on a charter plan. McKinnis, who also heads the Citywide Parents Council, declined to offer details.

Other schools, older schools.

Charter schools are operating in California and Colorado. Last year alone, Massachusetts and seven other states passed legislation to establish them.

Advocates argue that they provide needed competition for ailing or stagnant public schools, while offering parents choice and innovation for new teaching methods unimpaired by rigid bureaucracies.

But Massachusetts has attracted special attention because it provides operations with a greater degree of independence than other states, according to Alexander Meltzer, a researcher tracking the charter school movement for the Denver-based Education Commission of the States.

Unlike in other states, Massachusetts state government, and not local education committees, will grant the charters. Massachusetts is allowing charter schools to "maintain academic standards," Meltzer said, which opens the door to possible admission standards.

Starting from scratch

He said Massachusetts appears to be giving operators more leeway to start schools from scratch rather than alter existing ones, as other states are doing.

Which is precisely the point, said Mary Beth Merrill, one of the Franklin parents who is heading the charter proposal for a holistic school. "I look at this as a quick route to change," said the homemaker and mother of two young girls who runs a chapter of the United Alliance for Transforming Education.

"I want school to be more about developing the whole child," she said. "It is easy to change and it is overwhelming that I feel passionate enough about it."

Private Groups Compete for the Chance To Create New Schools With Public Funds

By STEVE STERNKOW
Staff Reporter of The Wall Street Journal

BOSTON. Classrooms with politicians as lecturers. . . . Academic instruction aided by yoga. . . . School doors open from dawn to dusk. . . . Public schools run for profit.

Each of these concepts stands a fair chance of becoming reality in the state of Massachusetts. A radical new state education law authorizes the establishment of up to 25 so-called charter schools — public schools that receive state funding as well as some measure of autonomy from local school boards and the rules that govern conventional schools.

Charter schools already are operating in Minnesota and California, and five other states recently enacted charter school legislation. Advocates of such schools argue that they provide badly needed competition for existing public schools by giving anyone with a good educational idea access to government funding, so long as they can attract students.

But Massachusetts' law has attracted particularly great interest among educators and potential operators because it provides greater independence from the educational establishment than elsewhere. Unlike most other states, Massachusetts, not local school boards, will grant the charters, reflecting a belief by state offi-

A New Approach

Preliminary ideas for possible charter schools in Massachusetts:

- A school with a computer-aided curriculum supported by at least \$3 million in technological tools
- A kindergarten through high school stressing Hispanic culture
- The first visual and performing arts high school in Boston
- An elementary and middle school stressing math and science
- An elementary school that would be open from 6 a.m. to 6 p.m.
- A "holistic" elementary and middle school
- A junior high and high school stressing civic values that would invite politicians into the classroom
- A school from kindergarten to post-high school that would teach Eastern and Western thought and yoga

cialists that the existing public school system is incapable of making serious change. Indeed, these officials say that the system has failed children and that parents, teachers and private companies should be given a chance to do better.

"I think it's the most exciting issue we have had in education in a long time," says Massachusetts Secretary of Education F. Robertson. "We have been experimenting around the edges and finally we call it by a name and we have made it legal."

With applications to run the first charter schools due by Feb. 15, state officials

say 33 different groups—including Whittle Communications Inc.'s Edison Project and several other private companies—have expressed interest in applying. Although under the current law the first charter schools cannot open until September 1995, state officials are hoping to amend the law to allow some schools to open this fall and to eliminate the 25-school limit, but so far they have been unsuccessful.

Under the new law, public-school teachers in Massachusetts can take a two-year leave of absence to teach in charter schools. The schools will be partitioned.

First Turn to Page B6, Column 5

Private Groups Are Vying to Use Public Funds to Start New Schools

Continued From Page B1

ularly attractive to public-school teachers "who have said, 'Enough already. We know exactly how we would run the circus,'" says Lisa Blout, the state's undersecretary of education.

As for potential operators, the Edison Project plans to propose at least one school, at first with elementary and middle-school grades but later expanding into high school, with a computer-aided curriculum including at least \$3 million in technological tools. Benno Schmidt, president of the Edison Project, says his company is talking with about a dozen Massachusetts municipalities and some local school boards about jointly applying for charters. He says he hopes that cooperating with local boards will "galvanize support" for the school in the community.

Remediation & Educational Support Systems Inc., a closely held company in Swansea, Mass., that provides computerized educational services to schools in Puerto Rico and elsewhere, plans a new school, from kindergarten through high school, that stresses Hispanic culture and is expected to apply for a charter. Elsewhere in the state, expected charter applicants include a consortium of six Boston arts colleges hoping to open the city's first visual and performing-arts high school.

Then there is a day-care center in Lawrence that wants to create an elementary school that would be open from 6 a.m. to 6 p.m. And a parent from Franklin plans to propose a "holistic" elementary and middle school that would "address learning with our heart, our heads, our hands."

Two public-school teachers in Chelsea want to start a school, grades seven through 12, that would stress civic values and would invite politicians into the class-

room. A group of African-American scientists and engineers wants to create an elementary and middle school that stresses math and science. And the Swami Vivekananda International Foundation in Boston envisions a new school from kindergarten to post-high school that would combine the "best of Eastern thought and the best of Western thought," as well as yoga instruction, says Ramnathen Ramnath.

The foundation's president, For many of the prospective applicants, euphoria over the opportunity to create a new school is tempered by the reality of raising enough money to get it started. While the law stipulates that charter schools will receive the same per-student aid as other public schools — in Boston, for example, that's about \$6,200 per student — there is no provision for acquiring real estate, desks, textbooks or other start-up costs.

Dianne H. Russell, a Boston investment banker who is advising the Edison Project on low-cost financing alternatives, says she expects only applicants with the strongest proposals and "a demonstrated level of excellence in education" to succeed in obtaining funding from public or private sources. Others, she believes, "will fail by the wayside."

State officials concede that buying, renting or leasing space is the biggest obstacle for new charter schools. They say they may try to provide surplus state property, or find empty classrooms to public schools or colleges, or guarantee low-interest loans.

Massachusetts also is grappling with the issue of the separation of church and state. Opponents of charter schools note that some of the schools' expected curricula and applicants appear to be religious in nature. Careful legal review will therefore be necessary to determine an applicant's eligibility for public funding.

Among opponents to charter schools is Massachusetts' largest teachers' union, Kathleen Kelley, president of the Massachusetts Federation of Teachers, says that because charter schools can restrict their enrollment to students who meet certain academic standards, they could end up "a set of separate, elite schools." She adds that charter schools will drain resources from pre-existing schools.

But Dr. Robertson, the education secretary, counters that "we can't continue to fail children, which is what we're doing. . . . This has the potential of not only

Boston University

School of Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Office of the Dean



November 28, 1993

Ms. Sarah Kass
Coordinator of Academic Support
& Program Development
Chelsea High School
8 Clark Avenue
Chelsea, MA 02150

Dear Sarah:

Thank you for your letter of November 12 and the good business plan for CITY ON A HILL. I look forward to seeing you and Ann Connolly Tolkoff.

Here are a few thoughts on the text:

- (1) On page 4, you refer to "Violent solutions to problems." "Violent reactions" would be better; "solutions" gives away too much—as though the violence actually solved the problems. You need to say more about your own solutions—why should I believe that the study and practice of democracy will reduce violence?
- (2) On page 9, flush out the idea of the seminars. Name a few readings, highlight topics for discussions.

The proposal is otherwise splendid—crisp, clear, appealing.

With fondest regards,

Cordially yours,

A handwritten signature in dark ink, appearing to be "Edwin J. Delattre".

Edwin J. Delattre
Dean

EJD/jab

Harvard University

Harvard Project on Schooling and Children

Katherine K. Merseth, Executive Director
Telephone: (617) 496-3785
Fax: (617) 496-3095

451 Gutman Library
6 Appian Way
Cambridge, Massachusetts 02138

January 19, 1993

Sarah Kass
City on a Hill Project
39 Jordan Road
Brookline, MA 02146

Dear Sarah:

Thank you very much for sending your proposal for the creation of a charter school. Martha Minow of HLS sent the proposal to me, as Executive Director of the university-wide Harvard Project on Schooling and Children (HPSC), for comment and reaction.

While the HPSC is still in its infancy and not yet sufficiently focused in on its own agenda to enter into partnerships with other organizations such as yours, I do *not* want to send a "gee, no thanks" letter.

I think your proposal has tremendous potential and is extremely exciting. I shared your proposal with two experienced teacher/school reformers (one helped develop the Brookline Devotion School project and the other has been deeply involved in school reform efforts in Chicago). I thought it might be helpful if I summarized their questions and reactions, as well as my own, to your ideas.

Community Participation. Who is the audience? The focus of civic responsibility and academics is an appealing theme—certainly one that will demand extensive participation of the community. It isn't clear from your outline whom you've contacted, who has signed on, and the process you are using to lay groundwork for the school. Will students come from Chelsea, Charlestown, Roxbury, or where? We're a little confused on that issue.

Details. Details. Details! The Big Dig program and the tutorial program sound really fascinating. On the Big Dig, I wonder what kinds of activities this might entail and how will this summer activity be connected to the rest of the school? Also, the budget looks way too small. On the tutorial program, where will it be located? Is there some way to connect parents—even though these are high school students, parent involvement might lend real strength. It could also possibly extend to parent education.

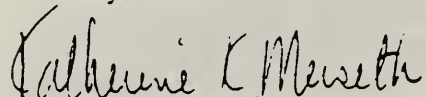
Connections. The liberal arts seminars sound like a worthwhile idea, but a little disconnected from the Charter School. It looks like it could be difficult to pull off—a diversion from developing the faculty for the school. One colleague suggested you have a look at Souhegan High School in New Hampshire that spent an immense amount of time developing faculty camaraderie and collegiality even before the school opened. Are these seminars meant to build the faculty constituency? This might be a more productive activity once you are up and running.

Coherence. The activities you suggest need some more glue between them. For example, what are the links between the teacher seminars, the summer dig, the kitchen table, and the Charter School? Do they each go on indefinitely or are things cumulative? Are the populations served different or the same each year? How will you enact your emphasis on community? How can you foster inter-racial and interclass relations directly? How can you avoid being seen as "outsiders" coming in?

I am sure you have thought about many, if not all, of these issues. No doubt, in the short time since you wrote the original proposal, your thinking has evolved even further.

My colleagues and I think it is just terrific that you intend to establish a charter school. For your information, I enclose some information about the Harvard Project.

Sincerely,



Katherine K. Merseth

Enclosures

HARVARD UNIVERSITY

OFFICE OF THE PRESIDENT

MASSACHUSETTS HALL
CAMBRIDGE, MASSACHUSETTS 02138
(617) 495-1502

November 23, 1993

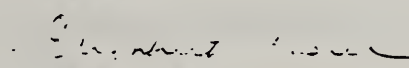
Dear Ms. Kass:

I am writing in the absence of President Rudenstine to acknowledge your letter of November 13 and the information about City on a Hill.

I have forwarded your letter and the enclosed material to the Dean of the Graduate School of Education, Jerome Murphy. Since Harvard is a decentralized institution, it would be appropriate for the Dean to consider your proposal.

I wish you success with your initiative, and thank you again for writing.

Sincerely,


Elizabeth Keul
Executive Assistant
to the President

Ms. Sarah Kass
City On A Hill
39 Jordan Road
Brookline, MA 02146



Brown University
Box 1969
Providence, Rhode Island 02912
(401) 863-3384

November 29, 1993

Sarah Kass
City on a Hill
32 Winchester Street, #1
Brookline, MA 02146

Dear Sarah,

Thanks for your note, and for the brochure of City on a Hill. Do give Kathy Hardie a call and come on down. We should involve Larry Myatt and some others in the discussion as well. The new schools/charter schools effort is really picking up steam (witness New York's small new high schools).

I look forward to seeing you soon.

Sincerely,

Theodore R. Sizer
Chairman

TRS:jhm

Morgan K. Smith, Jr.
1295 Main Street
Concord, MA 01742
January 4, 1994

Ms. Ann Connolly Tolkoff
39 Jordan Road
Brookline, MA 02146

Dear Connolly:

Your proposal is every bit as exciting as your enthusiastic talk on the subject of your "City on a Hill".

The name I keep coming back to is that of Newall Flather. I don't exactly know when I will be seeing him next, but I do have some reasons to meet with him. I am going to put the proposal in my briefcase and carry it in the ready for an opening to Flather. I am also going to talk with Stephen Joffe at Concord-Assabet School to see what ideas he might have for funding.

The sources of funds for the groups I have been dealing with have been released by a financial track record. You are looking for seed money and that isn't "my thing", as the expression goes.

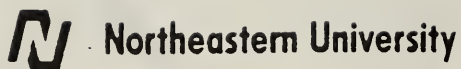
Is there a list of materials you will need, such as chairs, tables, computers etc.? I might have access to such items, especially about June 10th.

I have told several of our meeting and your political incorrectness which is correct. I enjoyed it, I cheered for your enthusiasms and I salute your stand.

Best wishes to you and Josh.

Yours,

/Kms



Graduate School of Arts and Sciences

Department of Political Science

December 9, 1993

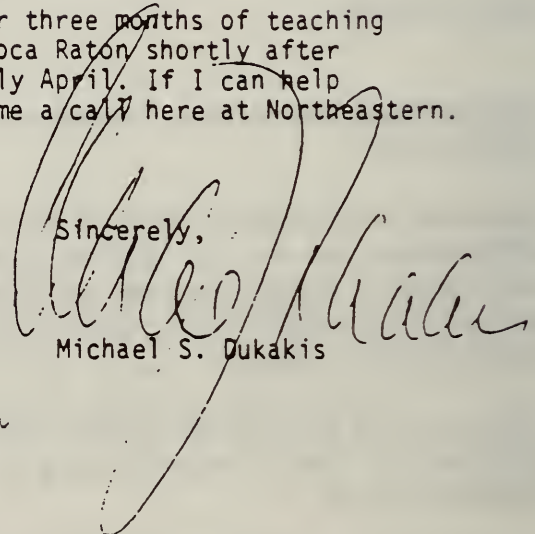
Dear Ann:

I'd be happy to be an endorser of City on a Hill.

Kitty and I will be leaving for three months of teaching at Florida Atlantic University in Boca Raton shortly after Christmas, but we'll be back in early April. If I can help after that, don't hesitate to give me a call here at Northeastern.

All the best.

Sincerely,



Michael S. Dukakis



John Fitzgerald Kennedy Library

Columbia Point Boston, Massachusetts 02125

January 5, 1994

CITY ON A HILL
39 Jordan Road
Brookline, MA 02146

Attn: Directors Kass and Tolkoﬀ

Dear Ms. Kass and Ms. Tolkoﬀ:

I have received your letter of December 29, 1993 along with your most interesting brochure on CITY ON A HILL. It sounds like a great program to educate young people on the workings of democracy, and to inspire involvement in government. This was of particular interest to President Kennedy.

The John F. Kennedy Library and Museum has an Educational Department especially suited to your program, and I am turning your correspondence over to them. It is headed by John Stewart as Director of Education and his phone is 617-929-4553.

Thank you for writing, and I suggest you contact Mr. Stewart.

With my very best wishes,

Dave Powers
Dave Powers
Museum Curator

(MS):

Math and Science for Minority Students

Phillips Academy Andover MA 01810 Tel: 508/744-4411

8 December 1993

Sarah Kass
CITY ON A HILL
32 Winchester Street, Suite 1
Brookline, MA 02146

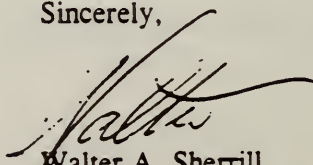
Dear Sarah;

I read with increasing interest your first draft of **CITY ON A HILL - AN INNER-CITY EDUCATIONAL COLLABORATIVE**. I think that it is both imaginative and possible. It will be demanding of you and Ms. Tolkoﬀ but I believe that your evident level of commitment provides the necessary matrix for success.

The time requirements to be on your board, while reasonable, would not fit with my responsibilities at Andover. I am, however, available to assist you in any informal way that you deem appropriate. I look forward to that opportunity.

I will be in Chicago for a part of the holidays and I will return to Andover by 1 January.

Sincerely,



Walter A. Sherrill
Director

WAS/slh



HARVARD LAW SCHOOL

CAMBRIDGE · MASSACHUSETTS · 02138

MARTHA L. MINOW
Professor of Law

GRISWOLD / 13
917 495-4276

December 16, 1993

Ms. Sarah Kass
City On A Hill
39 Jordan Road
Brookline, MA 02146

Dear Sarah Kass:

I was delighted to hear from you and to learn about City on a Hill. I have forwarded your letter and materials to Kay Merseth who runs Harvard's newly-created initiative (under President Rudenstine's direction) for children and schooling. I am sure she will organize the appropriate discussion of your idea and let's see what Harvard could do.

Sincerely,

Martha Minow

THE HAROLD WHITWORTH PIERCE CHARITABLE TRUST
50 CONGRESS STREET
BOSTON MASSACHUSETTS 02109

11/2/03

Ms. Egan and Ms. Talbot -

Congratulations on a challenging
program. It takes courage to
do something like this.

Unfortunately the trustees
refuse a little more assistance.
I am sure you will find a way.
I am sure you will find a way.
I am sure you will find a way.

I am sure you will find a way.
I am sure you will find a way.
I am sure you will find a way.
I am sure you will find a way.

I am sure you will find a way.
I am sure you will find a way.
I am sure you will find a way.
I am sure you will find a way.

John M. M. M.

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ROBERT B. FRASER, P.C.

(617) 570-234

November 17, 1993

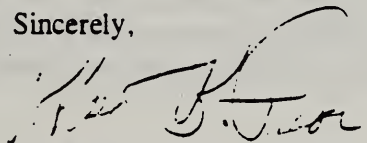
Sarah Kass
Founder, CITY ON A HILL
32 Winchester Street
Brookline, MA 02146

Dear Ms. Kass:

I want to acknowledge receipt of the City On A Hill proposal which you submitted with your November 2 letter. I've entered into the Boston Plan for Excellence administrative process for SEED grant program, and it will be considered in the normal course in the early part of 1994.

Thanks for sending it in to me.

Sincerely,



Robert B. Fraser, Chairman

RBF:cbd

cc: Charles H. Gibbons, Jr., President

79085.a1

THE FORD FOUNDATION
320 EAST 43RD STREET
NEW YORK, NEW YORK 10017

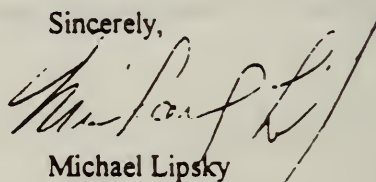
November 15, 1993

Ms. Sarah Kass
Founder
City On A Hill
32 Winchester Street #1
Brookline, MA 02416

Dear Ms. Kass:

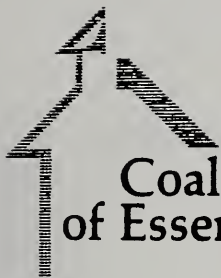
Thank you for your sending me your proposal for "City on a Hill," and congratulations on your progress thus far. I will send the proposal along to the Foundation's program on Education and Culture. If there is any interest in the proposal in that Program, someone will be in touch with you.

Sincerely,



Michael Lipsky
Program Officer

ML:js
#9022



Coalition of Essential Schools

Brown University
Box 1969
Providence, Rhode Island 02912
(401) 863-3384

September 21, 1993

Sarah Kass
32 Winchester St., #1
Brookline, MA 02146

Dear Sarah,

I have your letter of 27 August. What a great idea to hop aboard that interesting Massachusetts Charter School train!

By all means, let's talk. There are several wise and progressive veterans of the Massachusetts school reform wars on our staff and, as you know, a group of folks across the country who are themselves starting new schools and who are connected through Rick Lear of our staff (who is now based in Sedona, Arizona, designing his own new high school!) to compare notes.

Let's be in touch—

Sincerely,

Theodore R. Sizer
Chairman

TRS:jhm



THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE FOR
ADMINISTRATION AND FINANCE
STATE HOUSE • BOSTON 02133

WILLIAM F. WELD
GOVERNOR

ARGEO PAUL CELLUCCI
LIEUTENANT-GOVERNOR

MARK E. ROBINSON
SECRETARY

January 4, 1994

Ann Connolly Tolkoff
Director, City on a Hill
39 Jordan Road
Brookline, MA 02146

Dear Ms. Tolkoff:

Thank you for your letter and draft charter school proposal of 30 December. I appreciated your kind comments about my book.

I would like to offer my help, for what it is worth, on your charter school application. Please call me at your convenience at (617) 727-2040.

Sincerely,

Steven F. Wilson (etc)

Steven F. Wilson

